

THE AMERICAN

School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

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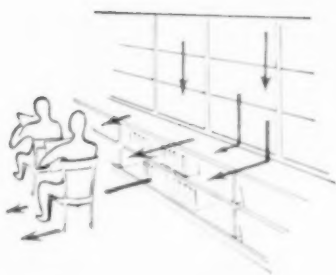
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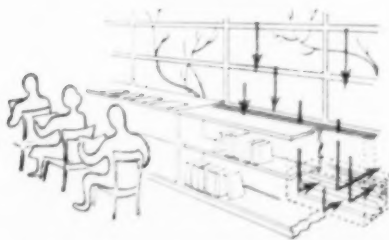
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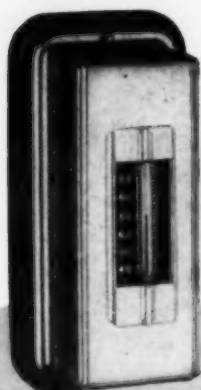
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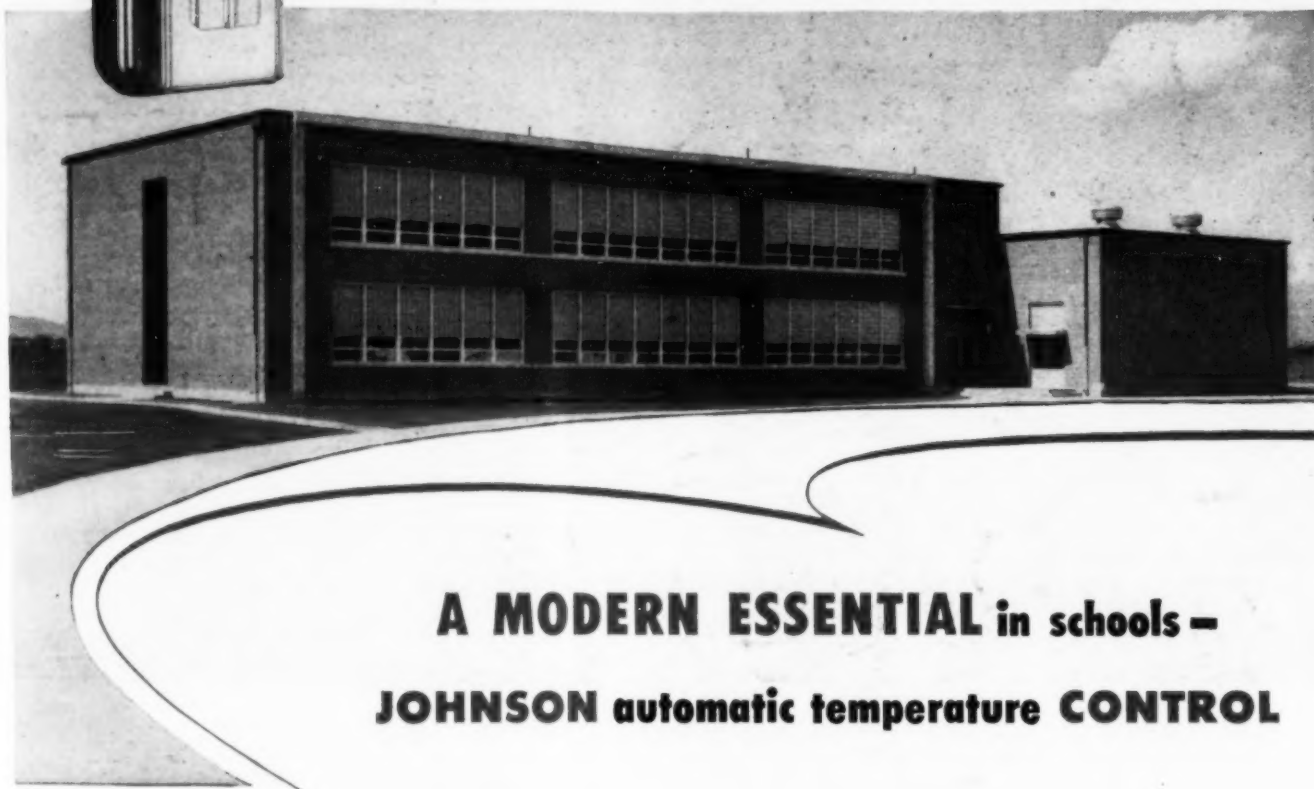


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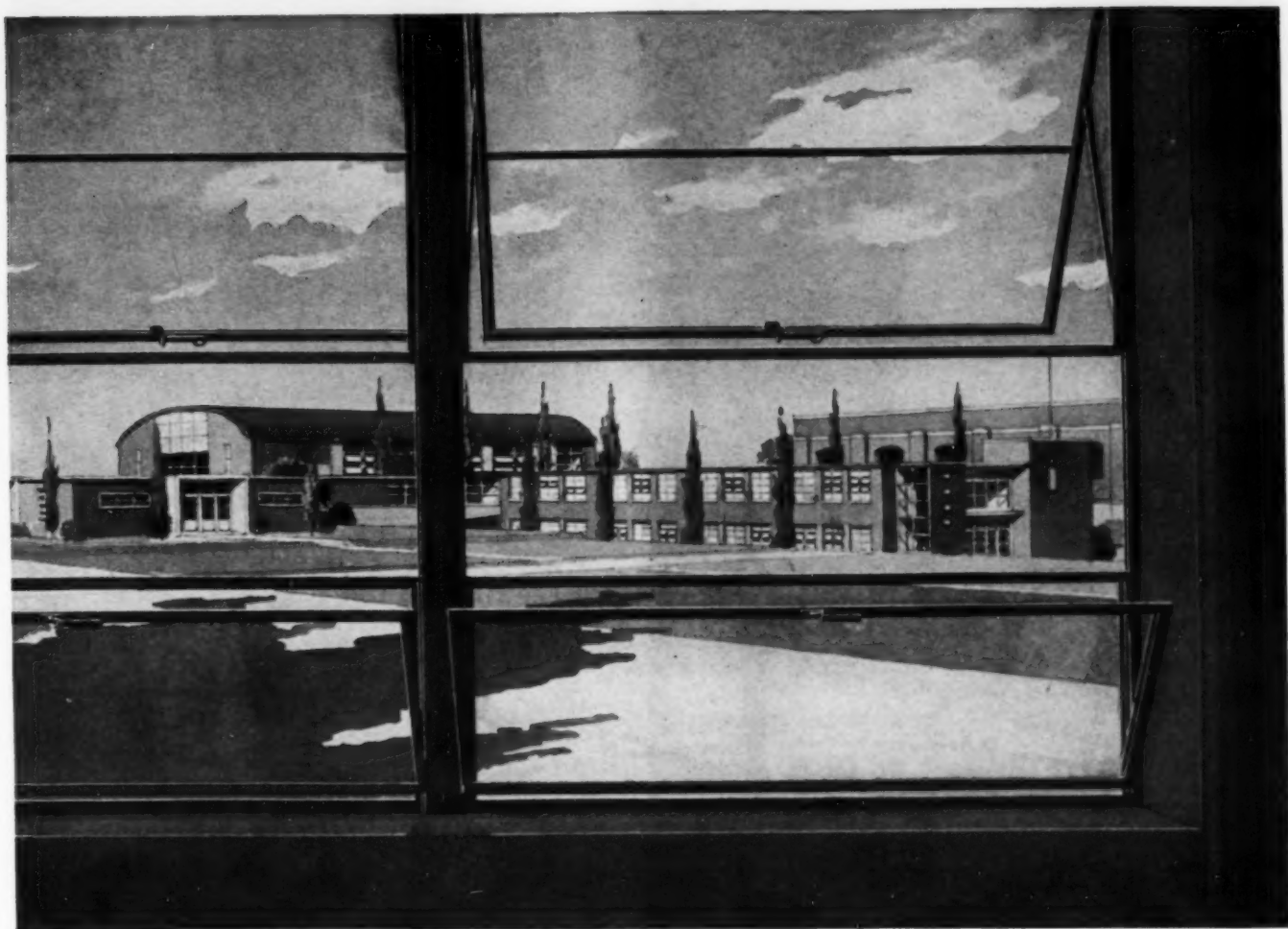
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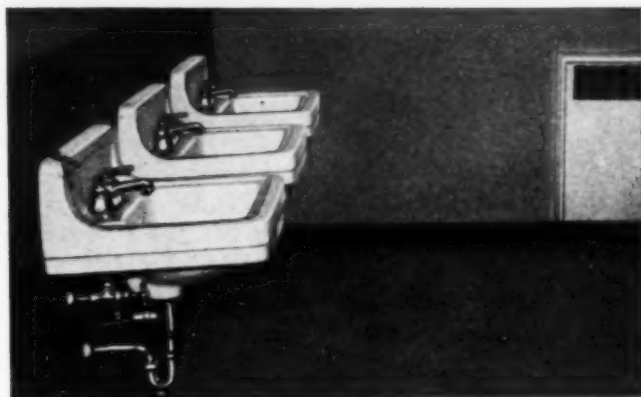
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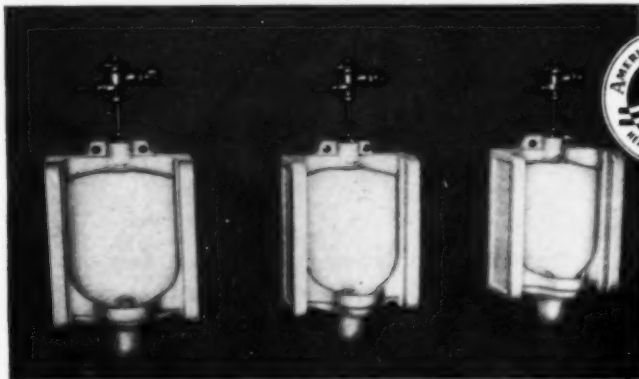
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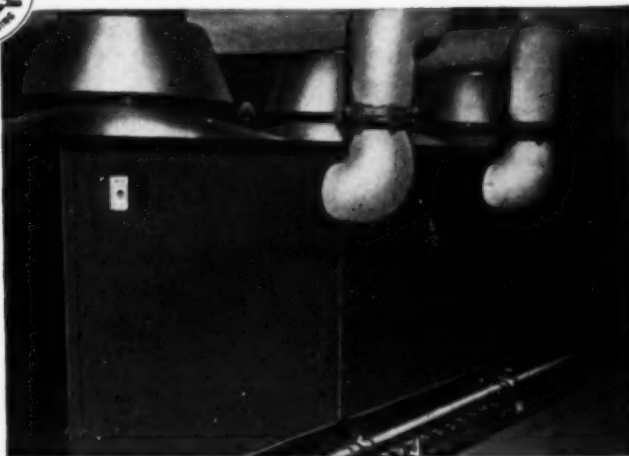


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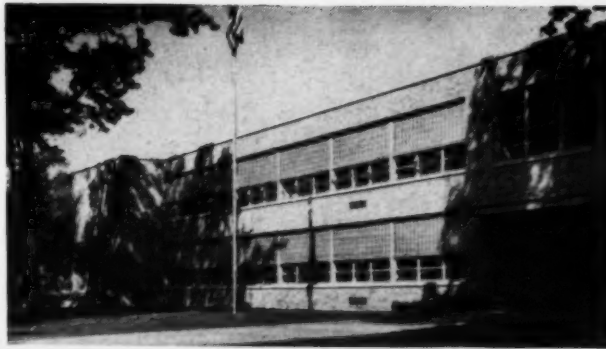
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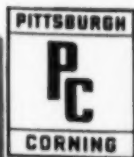
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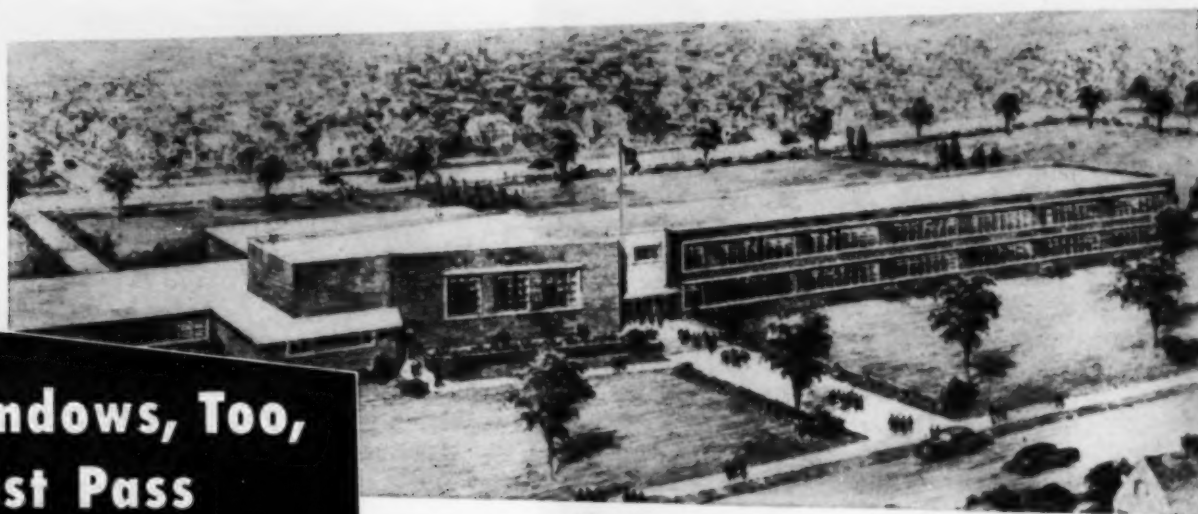


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A Periodical of School Administration

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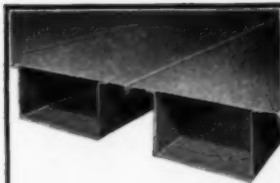
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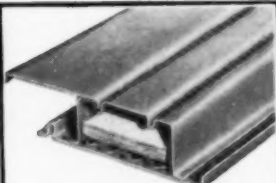
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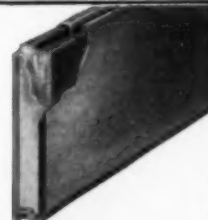
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Four Important Points for —

A Psychological Approach to Personnel Administration

*M. R. Sumption**

Sound personnel administration is based on good psychology. If people are to work together harmoniously and effectively they must be reasonably happy in their jobs. Adequate pay is one consideration but there are many others. Does each person feel that he is making a worth-while contribution to the program? Is that contribution recognized and valued? Does authority parallel responsibility? Is there a feeling of adequacy, of security in the job? Is there a sense of belonging, of being a part of a great and worthwhile enterprise?

Generally speaking, the happiness and success of an individual in his occupation is based on four basic desires. They are the desire for security, the desire for response or belongingness, the desire for recognition or reward, and the desire for adventure or new experience. The good administrator will be the first to recognize these desires in the individuals of his staff and be guided by them in his dealings with his fellow workers.

Security Helps Effectiveness

SECURITY. Every normal person works better, plays better, and lives better when he has a sense of security. This principle has been recognized in education by the widespread establishment of teacher-tenure laws and retirement systems. In some states nonacademic employees likewise are provided with these types of security. However, above and beyond these formal safeguards there is much the administrator can

do to establish a general feeling of security within his staff.

If a job is well done, a lesson well taught, or a case of guidance well handled, he should tell the individual responsible. A pat on the back or a kindly word is seldom if ever out of order and it adds a great deal to the staff member's feeling of well-being. This in turn will make him more effective in the classroom, or on the playground or in the boiler room.

On the other hand, if something is wrong let the administrator be the first to bring the matter to the individual's attention. Avoid letting things go until the case becomes aggravated. Make the worker feel secure that, if his work is in any way unsatisfactory, he may count on his administrator to acquaint him with the criticism, to discuss it with him, and to arrive at a common understanding. Let it be known that all are regarded as sharing in a common task and that a criticism of one is a criticism of all. When the worker knows that such an attitude exists he will not be subject to groundless fears of widespread criticism and knowing glances between fellow workers. He will feel secure not only in his job but as a person effective in his lifework.

RESPONSE. Response is essential to existence in this social world. The person is unusual indeed who does not react favorably to a cheery greeting or a genial hand clasp. Response brings a feeling of belonging, of being a part of some common enterprise. The observant administrator can tell how well he is accepted by the response of his teachers whether they accept him as

belonging. The response one receives reflects the degree to which he is accepted by the group.

Response and the Greater Task

Where staff morale is high invariably one finds a high degree of responsiveness among staff members. Calls for volunteers in the special tasks of the school meet with quick and ready response. Teachers respond to suggestions and are stimulated by new ideas. Custodians are not reluctant to adopt new and better ways of doing things. There is an atmosphere of sensitiveness to other ideas and other persons. The individual is not wrapped up in himself and his own thoughts; he is wrapped up in a task which belongs to and is a part of the greater task, the achievement of a better educational program.

Response is the bond which ties the staff together in a common enterprise. It makes each one feel that he belongs and that there is a fellowship of effort. This fellowship is reaffirmed each time one worker responds to another. This bond is strengthened day by day and the worker becomes more and more effective because he realizes he is a part of a group which is working effectively.

The feeling of belonging as evidenced by response should extend not only throughout the staff but throughout the community. In this way the community becomes more closely tied in with the school program. The staff can be most effective in securing this relationship. Social affairs which involve staff and community

*Executive Officer for Field Services, College of Education, University of Illinois, Urbana, Ill.

are helpful. Home visitation by teachers and school visitation by parents help to bring responsiveness between parents and teachers and home and school.

RECOGNITION. A third basic desire in human nature is the desire for recognition. Every normal person wishes to be recognized as a valuable member of society and more specifically a valuable member of his group. We seek recognition from earliest childhood to doddering old age. The child will engage in an assorted repertoire of antics to attract attention when the group in which he finds himself is centering its interest elsewhere. The old man delights in relating stories of his youth because he achieves recognition in making a unique contribution made possible by his advanced age. Humanity's hunger for recognition is visible on every hand in badges, medals, loving cups, innumerable honorary positions and offices, and last but not least in public parades.

Internal Recognition Helps External Success

The wise administrator will be fully cognizant of the value of the operation of this principle in dealing with his staff as well as with the community in general. It is closely allied to the preceding desire for response because recognition comes in a large measure through response. For example, a candidate is elected to a public office which is a recognition of his value or potential value in the office. That recognition is made possible by the response to his campaign in the form of votes.

Recognition is closely interrelated with security. As indicated earlier when an individual is told he has done a job well, his value is recognized and he feels more secure in his work. When he is selected as a representative of the group, or chosen to lead a discussion, or appointed chairman of a committee, someone has placed confidence in him, has recognized his capabilities.

There are countless ways in which the staff member may gain recognition in the school and community. However, he needs help in finding these ways and utilizing them. Furthermore, the administrator should seek to open up avenues which lead to wholesome recognition. Such opportunities should be open to all the staff so that each may receive recognition based on his peculiar abilities. The writer recently visited a school in which the custodian insisted that the entire building be inspected and its spotless condition noted. He was striving for outside recognition of his work. It was obvious that he had already achieved internal recognition from pupils, teachers, and building principal.

NEW EXPERIENCE. Life becomes dull and monotonous when a routine of experiences is repeated day after day, month after month, and year after year. Conversely, life generally becomes stimulating and interesting to the degree that new and

different experiences are encountered. The normal person desires new experiences but is often hesitant to seek them because he fears he may lose whatever measure of security he possesses. Thus one basic desire may thwart another. In most cases the desire for security is stronger than that of adventure and as a result the vast majority of people lead relatively uneventful lives.

Need of New Experience

If teachers are to be stimulating, they must live stimulating lives filled with adventures of mind and body. They must have freedom to live so that they may teach most effectively. They must have freedom to teach so that learning may be rich and meaningful rather than dull and routine. Freedom to try new methods and seek better ways is essential to the best type of work whether it be teaching or caring for the school building. The desire for freedom to find new ways should be preserved at all cost, and the thoughtful administrator will do all in his power to preserve and encourage it. He will recognize the fact that his staff must feel secure before any general attitude of freedom to experiment can exist.

New experiences outside the school enrich the life of the teacher and are reflected in the classroom. Travel is one of the most enriching experiences anyone may have. Meeting interesting people, attending concerts and plays, participating in civic enterprises, visiting factories, leading panel discussions, and taking part in stage productions are only a few of the new experiences which can be had at home or near home. The richer and more full the teacher's life is, the better is his teaching potential.

The administrator must never lose sight of the fact that his staff members are human beings first of all and then teachers, and custodians, and stenographers after-

ward. They have basic needs and desires common to all of us and will be more effective in their work if these needs and desires are recognized. Happy, well-adjusted, free workers do the best job and get the most work done.

The Case of "Miss Jones"

Miss Jones will be a poorer teacher if she lacks security, if she fears her principal, if she feels that old age will find her penniless. She will be less effective if she is not included in the social life of the school, if her fellow workers are viewed with distrust, if she "just doesn't belong." She will feel slighted if her ability and industry are not recognized. Her teaching will suffer from a "Oh what's the use" attitude growing out of such a situation. Finally, she will become frustrated and bitter if her freedom to teach is denied her. If her principal undertakes to prescribe the materials of learning, the method of teaching and the results to be achieved, he should also conduct the class and relieve her of responsibility just as he has relieved her of her freedom to teach.

To be most effective as an individual and a teacher Miss Jones must have reasonable security from want and fear. She must possess a sense of belonging which ties her into a group engaged in a worthy common enterprise. She must feel that she is getting a square deal in that her contribution is recognized as a valuable one. Last and not least she must have freedom as an individual in the community and opportunity to seek new and better ways of teaching in her classroom.

* * * *

The foregoing is all based on a fundamental principle of democracy — respect for the individual, his rights, his privileges, and his status as a free citizen of this country. When each member of the staff is recognized as a person making a genuine contribution to the total enterprise both individual and staff morale will benefit.

Unfortunate indeed is the superintendent or principal who is known or regarded as "the boss." He has lost contact with his co-workers and very likely has lost their confidence also. He has placed himself, or allowed himself to be set apart from and above others. He is a man made of finer stuff, a little different, a little better than those who work with him. One very successful superintendent made this remark when queried about his teaching staff: "I have no teachers working *for* me but there are over eight hundred working *with* me." He recognized a very real distinction between those two prepositions.

We in education can learn much about personnel work from industry. There it has been found that good personnel practices pay off in dollars and cents. How much more important are good personnel practices in education where the payoff is in the values of the human spirit!



Point of No Return.

— PASADENA STAR NEWS

Lay Participation in Determining Salary Schedules

*John J. Moran and Robert A. Van Auken**

Boards of education in attempting to establish equitable salary schedules are often subjected to pressures from groups with conflicting interests. School employees watching others enjoy the fruits of this greatest age of prosperity naturally have an interest in getting some for themselves. The community wants the right thing done, too, but many taxpayers feel that the tax rate should stay pretty much where it is or should even be reduced. As representatives of both the school employees and the citizens of the community, boards of education must therefore adopt salary schedules that are as fair as possible to both groups.

In Schenectady, N. Y., home of giant manufacturing plants of the General Electric and American Locomotive Companies, good times are really good for many workers. But for persons such as school employees, whose incomes fluctuate little, good times often are something that just happen to other people. Late in 1950 the Schenectady school system faced demands for salary increases from teachers who asked a \$500 across-the-board raise in addition to the scheduled increments. Principals and supervisors, janitors and matrons, secretaries, cafeteria workers, motor vehicle operators, utility men, and laborers also demanded pay raises. Adjustments were sought on the basis of rising living costs and the contention, in some cases, that the pay had not been adequate in the first place.

Pressed with these and other problems which included the first school building program in more than a quarter century and approaching fiscal independence, the school board decided that the only fair approach to the salary question would be an objective study by representatives of the community.

Lay Committee Representative

To conduct the study the board appointed a lay committee of 11 persons and charged them "to study compensation of all groups of school system employees. . . ." The board asked the citizens group to "determine whether present compensation is in line with that of like groups in com-

parable communities and with that of other groups of comparable professional or non-professional status in this community."

"With a budget of approximately 4 million dollars for 1951," the board explained, "of which nearly 85 per cent is for salary items, including the budget contributions mandated for state retirement funds for teachers and for civil service employees, the board feels that this problem is a matter of concern to the people of the city and that the advice of a larger group of citizens in determining action on compensation is desirable."

The Schenectady board noted it has become a common practice of boards of education throughout the country to call on lay persons for help in reaching decisions on important matters. "In fact, the use of lay committees in the Schenectady schools is not new. Their participation in the study of 'Problems Confronting School Boards' for several years has proved not only helpful to the schools but has stimulated community interest in the schools."

The citizens group was organized as the "lay committee on employee compensation." The term "compensation" was used deliberately, for the committee was asked to consider not salary alone but all other remuneration and benefits, such as cumulative sick leave, vacations, and pensions.

Committee members were selected with great care. It was felt that all committeemen should be taxpayers of the school district, but more important they should, by virtue of their knowledge and experience in salary matters, be able to make significant contributions to the problem. Recognizing that business and industry also have salary problems, an attempt was made to bring together a group whose members had a knowledge of salaries, working conditions, and living costs as they apply to business and industry as well as to teachers. The board was careful not to select committee members as representatives of employee groups, labor organizations, or any other interested factions. This eliminated the problems of trying to get proportional representation and of inadvertently omitting some groups.

Of the eleven committee members finally selected, five were executives in local business and industry, three were former teach-

ers or school administrators, one was a member of the State Education Department, one a social worker, and one a college professor whose field is labor relations.

No Responsibility Delegated

In charging the committee, the board emphasized that its action represented no attempt to delegate responsibility. Its purpose in appointing the committee, the board explained, was "to obtain a factual background upon which to determine solutions of the compensation problem" and declared that only the board would have final responsibility for acting upon the committee's findings.

One of the local newspapers, however, raised a question on this point and in an editorial entitled, "Don't Pass the Buck," said in part: "Citizen participation in public matters is always commendable in theory and usually in practice. But there arises the possibility, even danger, that such delegation of moral if not legal responsibility can become an 'out' for duly named officials. Another name for it is 'passing the buck.'"

Early in its study the committee spent several hours discussing whether to conduct a long-range survey or to let that go until it had studied "short-range" problems so the board, if it wished, might make immediate salary adjustments. The board had to clarify the matter, explaining that the committee would be expected to do the most objective and thorough job it could, irrespective of employee demands for immediate action, and that the committee would not be responsible for deciding where the money would come from.

Determining the scope of the study took up the first three meetings, after which the committee met with representatives of each employee group to explain what would be done. It was made clear that any action on committee findings would be up to the board of education. Except in cases where the citizens group asked for assistance, the board and the school administration kept out of the picture and gave the committee a completely free hand.

As the committee progressed with its work, which included a survey of employee compensation in every city school system

*Charge of Publications and Director of Research, respectively, Schenectady Public Schools.

of the state outside New York City, the time factor became more and more pressing.

The committee chairman and school superintendent received numerous telephone calls from employees who began to feel particularly uneasy around the first of the year when it seemed a federal wage freeze was imminent.

Four Phases of Investigation

Research and clerical help were assigned the committee by the school system. More than 200 pages of reports were analyzed, minutes of each committee meeting were prepared and distributed, and there were several score letters to be written. The December-through-April study was in four phases. Determination of the scope, the first phase, was necessarily a matter of selection, for as the committee recognized at the outset a full consideration of all matters related to the compensation problem would make the task impossibly long.

In a second series of meetings with employee groups the committee listened to individual appeals and to statements on what should be done to correct existing "inadequacies."

The final 18-page report, product of 25 committee and subcommittee meetings, was presented to the board at a special session in May. Employee representatives came before the board a week later to voice their reactions to the findings which called for total salary and retirement increases next year of about \$465,000, four-fifths of which will go to teachers — with individual teachers getting increases, including regular increments, up to \$950. This is considerably above what the teachers would receive from mandated state increases.

The committee noted in its report the difficulty it faced in trying to draw comparisons between the compensation of teachers and other groups within the community. "The difficulty arises," the report stated, "because of the wide differences in conditions of employment, such as tenure, vacations, method of promotion, nature of the work performed, etc. Therefore, the committee has based its recommendations (for teachers) primarily upon comparisons with similar groups in other communities, changes in the cost of living, and the new state minimum salary law. In making recommendations of compensation for other employees, comparison with other groups in the community has been more practical. . . ."

Recommended Raises Acceptable

The citizens group recommended that teachers receive a minimum increase of \$500 at each step of the salary schedule (which carries automatic increments through 15 of the 16 steps), that principals, supervisors, and directors be raised \$600 per step, secretaries about 10 per cent,

A Working Board of Education



After its meeting of May 25, 1951, the newly reorganized Santa Fe Municipal Board of Education, Santa Fe, New Mexico, posed for its picture. Standing, left to right: Miss Gladys Daniels, secretary to superintendent; H. Brady Magers; Albert Gonzales; T. C. Bird, superintendent. Seated: Mrs. Delfina O. Salazar, vice-president; Guy P. Harrington, president; Alfred W. Kaune, secretary.

janitors and matrons 10 to 13 per cent, and per diem workers and cafeteria personnel an increase of 15 cents an hour.

In a further recommendation the committee recognized that some teachers with many years of service in Schenectady had not reached the top of the automatic promotional levels of the salary schedules. It proposed that these teachers be advanced one and one-half steps each year until their steps corresponded with their experience or until they reached the maximum of automatic promotion.

Another recommendation for teachers was that a higher salary schedule be adopted for those who complete 30 hours of approved college training beyond the master's degree. The proposed schedule for this group was \$400 higher at each step than the schedule for teachers with a bachelor's degree or less and \$200 higher than the schedule for teachers with 30 hours of graduate credit beyond the baccalaureate degree.

Dr. Harry J. Linton, superintendent, said of the committee's work:

"The citizens committee based its report on a thorough study. The objective report which it has submitted not only has considerable merit in itself but is encouraging to the school administration which hopes to increase efforts at bringing the schools and the community closer together on all matters affecting public education in

Schenectady. The community will more readily accept a program which it has had a hand in shaping."

Reactions to the report of the committee ranged from "very fair and very satisfactory" from supervisors and principals to a comment from teachers' representatives that the recommended increases were somewhat too low, but that the committee had done an honest and thorough job and that its findings "substantiate the appeals which Schenectady teachers have been making for the past two years."

The recommended salary schedules were adopted by the board of education essentially as submitted. However, adoption of these schedules has helped to crystallize a key issue — that if the community wants a high quality school system it must be willing to meet the cost. In approving the findings which will push school costs above the present tax limit the board of education specified that a tax election to raise the present tax limit will be required in the fall and that, if the people disapprove, the increases will be cut back to state mandates.

"All school employees have gained by the committee's work," Dr. Linton concluded, "and for the school system itself the report stands as an example of community willingness to be concerned about school problems and to help in their solution."

Who Fails in Your Schools?

Chester O. Newlun*

It is not low salaries of teachers, it is not the teachers themselves, it is not child-centered schools, it is not professional educational courses; it is something else that is the direct cause of certain weaknesses so many deplore in education. Even though they have had much schooling, many children, and adults are startlingly ignorant of fundamental facts and skills in English, arithmetic, history, government, etc., not because these fundamentals are omitted from the curricula of the schools (They are there!) but because, though these facts are taught, they are not learned. Why not? The purpose of this article is to show that most of such weaknesses are the outcome of administrative policy, a policy that is pain-killing rather than curative.

A real threat to American education lies in failure successfully to teach fundamental learnings to a large segment of children and youth of normal intelligence. In our schools we fail to discriminate sufficiently between what is of universal necessity and what is incidental. We hardly ask ourselves what is the effect on children whose schooling leads them to believe that it makes little difference what one learns, whether one learns, or how one learns, and that partial and confused learning is sufficient to "get by."

What the Veterans Learned

Since the war G.I.'s by the thousands have entered our schools and colleges. They have not given perfunctory effort; and they have wanted the learning they believe to be of most worth to them. Their war experience taught them the value of many kinds of learning about which they formerly may have been skeptical. They know the value of *real education*. The overwhelming majority have been willing to sweat it out to remedy gaps in their training; and given the opportunity they have done just that. What sort of gaps did they have to fill? This is one. Intelligent G.I. students, high school graduates who presumably have been prepared for higher education and whose previous training included eleven to twelve years' instruction in their own language—a considerable number of such students found themselves unable to write a simple sentence and to spell ordinary words. Their oral speech was vague, mud-

dled, and confused in meaning. It required of these students hours upon hours of concentrated effort, study, and practice, and incidentally hours of patient devoted instruction by teachers (out-of-class and overtime) to overcome these weaknesses. It took all this effort and time to do what should have been done as a regular part of their instruction and learning years before. Yes, they were high school graduates with three to four years of English in high school and instruction in English throughout their elementary school training. They had escaped the most fundamental training in their language. The unit of speech is the sentence. No one who does not at least recognize intuitively how to create and use a sentence can make himself understood with any degree of certainty. When these students were asked what they did in high school English classes, they answered, "Read literature." Nevertheless, it was not primarily the fault of high school English teachers and elementary teachers and not the fault of students that such a condition existed and still exists.

Similar gaps in universally essential learnings and desirable skills in many fields are apparent in altogether too many college students. Many cannot make simple applications of arithmetic, mispronunciation, poor spelling, poor oral reading, inefficient silent reading, lack of knowledge of facts in all fields of learning which usually are considered common knowledges are constantly and consistently cropping out in the work of college students. Correct capitalization and punctuation are mysteries to too many. Despite the fact that brilliant Quiz Kids are developed in our schools (and our homes), too many come through our schools with the kind of weaknesses just stated.

Origins of the Condition

Most college G.I.'s have been willing to go through the grief of correcting such weaknesses. But too many nonveteran students are not so concerned. Nothing in their previous schooling provides them with the necessary attitude, quite the contrary. They have been held responsible for few specific learnings. They have not, like G.I.'s, had an experience that makes them aware of the loss to them resulting from the gaps in their training.

Let's go back a few years to discover how this condition has come about. Originally our schools taught only such learnings as were considered universally needed. Each child was kept at any given portion of such instruction until the teacher considered he had mastered it. Grouping and classifying children was a matter of convenience, although certain traditional practices were followed unless they seemed not to meet the needs of the moment. The old meager three-R curriculum, drilled and recited individually and in groups was the story of our early schools. If one wanted to know whether a child had the learnings taught, the child was tested orally or by written examination.

So much individual instruction was time-consuming; and as schools developed and greater numbers of children came to school, individual instruction took too much time, required more teachers than were available, and of course cost more than the public was willing or able to pay. Various ways of eliminating so much individual instruction were tried. One notable way was the Lancasterian method. The teacher taught a lesson to a few and they in turn each taught it to ten or twelve other pupils. About the middle of the past century we began using a system borrowed from the Prussian Volksschule. We divided elementary school into eight years of instruction. Each year's work constituted a grade. Children entering school at six or seven years of age were placed in Grade 1. At the end of the year, all in Grade 1 who met the standard of mastery required for the next year's work were promoted to Grade II. Those who did not meet these standards were kept a second year in Grade I. This process went on all the way through the eight grades. Those who failed, in other words, repeated a grade. When high schools were opened, pupils who failed to pass a subject had to take it again for the full period of a semester or year.

A Problem Since 1900's

The grade system of organization spread gradually until by the early 1900's it was in use in virtually all United States public schools housed in more than one room. By about 1910 or 1912 most states had done their best to classify pupils in one-room schools into grades.

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With the grade system came a number of characteristic problems and administrative headaches. Age-grade tables constantly revealed too many overage pupils in school, too many failures, too much waste of money on repeaters, and too many pupils dropping out of schools. Overage pupils made internal problems in graderooms. Parents of children considered failure a social stigma, and sometimes blamed the teachers. The charge of prejudice and unfairness often was made. In the United States, *one major educational problem of the first third of this century was the problem of reducing or eliminating failures in the grades and in the secondary schools.*

The tremendous growth and expansion of secondary education aggravated the problem. Instead of a small percentage of generally able students going to high school, larger percentages came, ever dipping lower into the levels of intelligence. In 1928 in helping survey an eastern city's schools, the writer found that often 30 to 50 per cent of pupils in certain high school classes were failed. In the same city an excessively large number of children were not promoted in the elementary grades. This school system was like many others.

Early Attacks on Problem

Early in the present century the use of scientific studies in education was begun, and such studies have since vastly increased with constantly improved techniques. The variation in learning of elementary children revealed by such studies were startling. Some second-grade children read better than some eighth-grade children. The children in all grades overlapped several years in achievement in all fields. An individual child usually varied four to five grade norms in his own learning in the various subjects in which he was tested.

Along with this came the spread in knowledge of mental health. Case studies revealed that one prolific source of emotional upsets and abnormal behavior in children was the presence of overage children in schoolrooms. They were there mainly because of failure to be promoted. No school superintendent had to be told what excessive failure in schools did to his popularity among the patrons.

Educators began really to tackle this problem. Diagnostic tests and remedial instruction were more and more extensively used. Teachers were informed that it was their duty to teach any essential learning that was missing in a child's preparation. In many schools years were broken into halves and semiannual promotion was introduced, thus shortening by one half the time of repeating by failures. Ability grouping and variable curricula were used. Some schools developed their own over-all plan for adjusting to individual differences and eliminating failures. One notable example was the Winnetka, Ill., school system where

Dr. Washburne introduced his well-known plan of individual instruction, individual progress, and individual promotion. The Winnetka plan succeeded for more than a quarter century.

A Better Way Out

It would seem that all schools would have done something similar. But the initial cost and labor to get ready, and the lack of properly trained teachers made it seem impossible to most school administrators. And it must be admitted that many were skeptical as to the wisdom of changing traditional practice and organization. There must be an easier way out.

There was. About 23 years ago a specialist in educational administration revealed that pupils who failed could be sent to the next grade without the teacher of that grade knowing that the children had failed, and that the next year the teacher could not pick out the failure by their work. They were no worse than a number of those who had been promoted. So this educator asked, Why not promote all children? He insisted that a thorough program of remedial instruction be given every pupil according to his individual needs; but that being done, the pupil should be promoted. There was nothing wrong with his proposal. The trouble has grown out of the acceptance of the slogan "100% Promotion" and the neglect to do enough, if anything, about individual weaknesses. A great many small school systems, and some not so small, had been doing little or nothing effective in remedial work. They lacked trained personnel; they lacked time; and perhaps they lacked the will to do it in some cases. But they could promote 100 per cent of their pupils, and they did!

In high schools it became good practice and good sense to offer different and more practical courses for pupils who were not preparing for college. This made a policy of 100 per cent promotion more feasible. In small high schools such separate courses were impossible, so they decided to promote everyone, in every subject, and recommend only the abler ones for college entrance. For this program they got the 100 per cent-promoted children from the grades. In many schools these included children with few of the fundamental learnings formerly expected from elementary school graduates. The high school teacher found her classes heavily weighted with such pupils. So what could the overworked teachers do, knowing as they did that they would have to promote everyone in the class? Many English teachers taught only literature, and other teachers behaved in a similar manner. And our pupils spent 12 years in school. They do not fail, and many of them learn what they learn by chance from interest; that is, they learn more or less incidentally. Some learn very little that prepares either for college or for later life. Even many of those who are ready for college have suffered

from passing through the system with those who have come along for the ride.

The Problem in Colleges

Colleges that have the freedom to admit only the upper quartile of high school graduates or even the upper half have less grief. The tax-supported colleges, knowing that the upper 75 per cent of high school graduates can, if given proper preparation, do acceptable college work, hardly have such privilege. Moreover, many such colleges, regardless of the necessary service they give society, struggle with a constant drag on their efforts. Should a college have a strong athletic team? Can it bear up under too heavy an elimination of students who fall by the wayside? How can it maintain standards? Why should the college be the victim of the fact that educational administrators have solved their worst problem with the slogan of 100 per cent promotion? How can the college get these good men to pull their heads out of the sand, look around and pick up where they left off 15 or 20 years ago, and again teach children what they need to know?

There are now unnecessary weaknesses, serious ones, that persist from Grade 3 to college degree. It is a vicious circle. In the college where the writer is teaching, we are trying to sever the circle. We are trying to teach our students who will become teachers to begin correcting fundamental weaknesses in school when they should be corrected. We believe that Parent-Teacher associations and school boards may well look into the policy of promotion followed in their schools. They should, we believe, make inquiry into whether or not any learnings are set up as essential and necessary for all children. We believe that teachers can do this necessary work in our schools.

There are hopes that better means of attacking this problem are in sight.

School administrators are increasingly becoming aware of the problems that go with a policy of 100 per cent promotion of children. In the better school systems, which have always been concerned with correcting the weaknesses of children, there have never been such objectionable results as there have been in schools which are not prepared to give the remedial instruction needed. There seems little doubt, nevertheless, that the psychological effect on some teachers of the policy of 100 per cent promotion has not been good. Formerly they were called upon to justify their pupil failures. Now there is the temptation to think, "It is a waste of time to work with Johnnie; he hasn't the ability, anyway."

Failures are undesirable. Nobody wants them. This is no plea for their restoration. It is a plea, however, for a program that will insure that all school children of normal ability will get the basic learnings without which their whole future education, their life, and their country will suffer.



The new Muncie Central School Stadium is distinctly a community enterprise.

Muncie's Continuing School Plant Program

*Kathleen Meehan**

"Construction projects of the school city of Muncie, Ind., for the school year 1950-51," commented R. D. Schaffer, superintendent of Muncie's city schools, "are part of a long-term plan, which school officials believe necessary to provide housing for the city's school children in the next few years ahead."

Mr. Schaffer cited the scientific study of Muncie's school building needs, made under the direction of Dr. T. C. Holy, of Ohio State University, during 1948-49, as the plan¹ adopted by the board of school trustees for a building program suited to Muncie's needs.

"Two methods," explained Mr. Schaffer, "have been adopted by the board to finance the building program." A cumulative building levy of 75 cents per \$100 of assessed valuation was adopted August 1, 1948, effective in 1949. With an assessed valuation of slightly more than \$64,000,000, this levy raises approximately \$480,000 per year. This amount is sufficient to finance an elementary school building per year or two additions to buildings now in use.

In addition, a bond issue of \$500,000 was sold, the money to supplement the cumulative building fund levy.

The Community Helped

"The next step," declared Mr. Schaffer, "was to acquaint the public with the needs and the progress made in meeting these needs." Care-

fully prepared news stories with facts and figures simply presented were released to both Muncie newspapers.

The superintendent and members of the board spoke before civic groups and Parent-Teacher organizations. Patrons and other



The Field House of the Muncie Central High School is Indiana's largest high school gymnasium. It is frequently used for basketball tournaments.

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¹A Study of Public School Building Needs in the School City of Muncie, Ind.



The Garfield School Addition is purely functional in design and is made especially attractive because of the carefully chosen, harmoniously colored materials.

members of the Muncie family were invited to meetings in various schools and to participate in discussions and interpretations of the study of building needs.

A 23-page booklet, "Muncie Plans Better Housing for Its School Children," to summarize what was being done, was distributed to parents, civic groups, industrial and labor leaders, ministers, real estate men, teachers, and other townspeople.

Published in June, 1950, this booklet appeared in hundreds of Muncie homes and, among other places, in the waiting rooms of every doctor and dentist in town. Although its results will never be measured, it spread an infectious kind of good will. The Muncie family was being taken into the confidence of the board of education, and each person felt himself a part of the building program.

When school began in the fall of 1950, a

milestone in the building program was reached. Hundreds of happy children began their school year in the new Garfield Elementary School Addition. On October 17, 1950, just two months less than three years after a disastrous fire had started the ball rolling, dedication ceremonies were held.

Behind all this there had been careful planning. Parents had helped and when the addition was dedicated, they saw their work being climaxed with better facilities for their children.

A Beneficial Disaster

Early on Christmas morning of 1947 fire gutted the Garfield Elementary School. Don't ever believe that children are delighted when their school burns. Those children wept. Their school, situated on the edge of beautiful

Heekin Park, did not open after Christmas vacation. However the board of education and the superintendent went into immediate action. Less than two weeks after the fire, 15 members of the Parent-Teacher Association of Garfield met with the board and superintendent and presented a petition, listing more than 1600 citizens of the district who requested new building facilities.

Realizing that a building program was needed, the board appointed a building trades instructor as director of school buildings and grounds to supervise repair work and construction.

The board of school trustees next authorized the school attorney to prepare a resolution for the cumulative building fund levy already mentioned. The board designated a capacity of 800 pupils for the old Garfield School and the proposed addition, which was to include a gymnasium-auditorium. Repairs were soon made at Garfield and the school reopened with temporary provisions. The board then tackled the legal red tape of an addition.

Taking parent-teacher members into their confidence, the board and superintendent invited parents to meet with them and the architect to review the drawings of the proposed addition. On February 2, 1949, a little more than a year after the fire, the schedule leading to construction was agreed upon.

The Garfield Addition

"Structural features of the addition were planned," commented Herman Beckley, director of buildings and grounds, "to serve present educational practices in the most practical and efficient manner. Economy, a long and useful life, and ease of maintenance were incorporated into the construction."

Fireproof throughout, the building has terrazzo floors in corridors, rest rooms, showers, and kitchen. Classroom floors are asphalt tile over concrete slabs. All rooms and corridors have acoustically treated ceilings.

The furniture is of the steel-frame type. There is an abundance of storage space. Color harmonies have been worked out to the "nth" degree by the art teachers. The old "institutional drab tones have been completely avoided.

The omission of a basement, except the heating and plumbing tunnel, lowered the total cost of the addition.

Controlled natural light for classrooms is obtained by directional glass blocks and clear-vision strips. Artificial lighting is provided by fluorescent lights.

Other features include the multi-purpose room, which may be isolated from the rest of the building by a door between the lobby and the main corridor. Adequate facilities for play and physical education are provided in a patio and in a paved all-weather play area. The kitchen has been equipped by the Parent-Teacher Association. This group purchased two stoves and a refrigerator; silverware was bought by Garfield Girl and Boy Scouts. Coffee urns were provided from sales by Cub Scouts.



The new Garfield classrooms are ideally lighted.

Situated as it is on the edge of Heekin Park, the school borders a wooded area. In the shade of fine old trees the children have their baseball diamond, group games, and outdoor physical education classes.

When parents, former pupils, and educational and civic leaders attended the dedication, they received a booklet, containing the program, official greetings, pictures of classrooms and other areas of the building, the faculty, etc.

Stadium Dedicated

On September 22, 1950, when the new stadium at Ball Recreational Field was dedicated, Muncie was again made aware that the schools were "really going places."

Said Mr. Shaffer in his welcoming remarks: "For the first time this evening, 3700 of our football fans are enjoying the increased capacity of the improved seating of our new stadium. Your wholesome interest in our competitive sports program, your loyalty, and your attendance have made this stadium possible. Legally, the property of the School City of Muncie, it belongs to the community and provides Muncie with facilities unsurpassed by any other high school football field in the state."

The new stadium, built at a cost of \$135,187, is 300 feet long and 54 feet wide. Constructed of concrete, it reaches from goal line to goal line. Good seating is provided by 22 rows of seats. In the center, facing the 50-yard line is the press and radio booth. Stairways at each end lead down to the interior, where rest rooms, dressing rooms, concession stands, a rifle range, first-aid room, band room, and shower and boiler rooms will be constructed.

One hundred forty-four 1500-watt lamps, placed on eight 80-foot steel poles, provide the illumination for the field. Twenty-five foot-



The all-purpose room of the Garfield School is used for physical education, dramatics, and other purposes. It is the frequent scene of adult meetings.

candles of light are provided at every point on the field.

The night of the dedication, copies of "The Kickoff," an illustrated souvenir booklet were distributed. Once again the Muncie community enjoyed a progress report of their schools. Here was tangible evidence that the board and superintendent were interested in every phase

of the child's life. Young Muncie was being provided with the top quality facilities in which to play and develop strong bodies and qualities of sportsmanship.

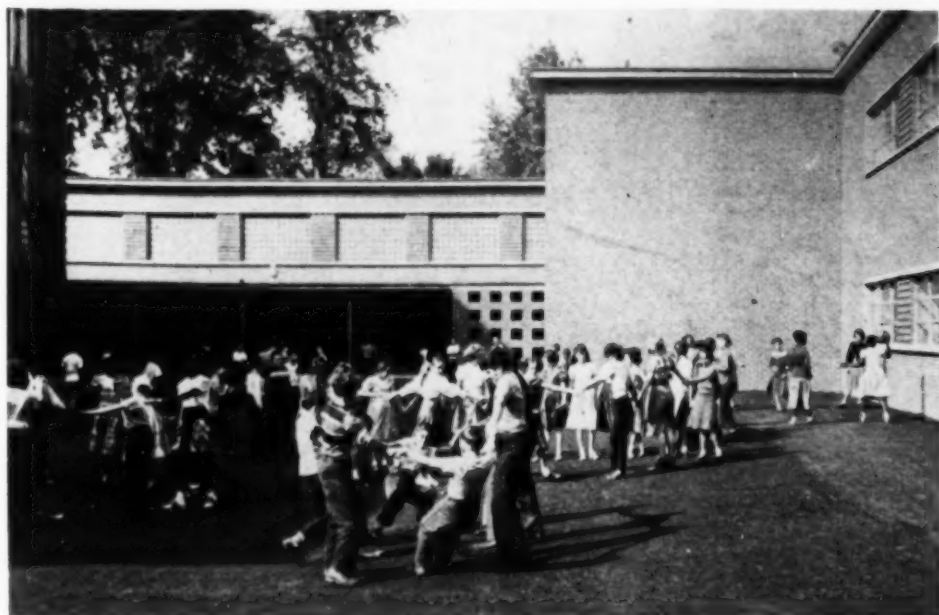
The Sutton School

Just now the spotlight of attention has shifted. Its rays are beamed now toward the projected Wilbur E. Sutton School, an elementary school named for the late editor of the Muncie Press. One of the city's outstanding exponents of progress, Mr. Sutton was particularly keen for the educational welfare of children and youth.

Soon after the employment of an architect for the new Sutton building, the superintendent recommended and the board approved the appointment of seven planning committees. Included in the committee personnel were teachers, supervisors, principals, the director of buildings and grounds, parents, and technically trained specialists of the city. The purpose of the committees was to find new ideas for the over-all planning of the building, for the detailed planning of the classrooms and other instructional areas, and for the selection of better finish, mechanical equipment, etc. Wider educational uses of structures and low maintenance costs were emphasized.

The committee members read extensively, studied building plans and descriptions, consulted technical experts, visited new school

(Concluded on page 56)



On the coldest days the paved area of the Garfield School playground is useable, protected from wind and cold.

HIGH SCHOOL WORK EXPERIENCE PROGRAMS IN ACTION

*Stuart Anderson, Ph.D.**

A study of public secondary school work experience programs in 38 cities in the United States in the spring of 1950 gives a candid picture of school and community co-operation. Eighteen states are represented in this investigation of high school work experience programs which includes schools as small as Melrose, Minn., with less than 400 students and as large as Los Angeles, Calif., with more than 54,000 pupils enrolled in 36 high schools. Populations of these cities range from 800 to over 2 million. These programs have been in operation from one to 30 years, with the average being approximately eight years. In all but one city, both boys and girls participate in the program.

Direction of the Program

In 22 cities the co-ordinator alone was responsible for the administration and supervision of the work-experience program while various combinations were employed in 16 other communities. These combinations with the co-ordinator included the superintendent, assistant superintendent, principal, advisory committee, placement official, department head, and guidance director. In one city a branch of the National Office Managers Association Educational Committee advised the program.

The director of the work experience program in most cities provided students in the program with a number of services such as:

1. Information on trends in employment
2. Evaluation of work experience program
3. Liaison between school, labor, and management
4. Occupational information.
5. School placement center
6. Guidance testing and individual analysis.

Advisory Committees

General advisory committees were present in 50 per cent of the communities, craft or occupational committees were found in 21 per cent, while joint apprenticeship committees were active in slightly more than 10 per cent of the cities. Less frequently named committees were those for adult evening classes (T. & I.), distributive education and business education.

In more than half of the cities, membership

on the advisory committee included representatives from education, labor, and management. The State Employment Service was included in six cities. Management was represented in more than two thirds of the committees, while labor and education were listed in slightly more than half of the committees.

Selection of Students

In selecting students for the work experience program the following considerations were made in most communities:

1. Parental consent
2. Attendance record
3. Health
4. School record
5. Job requirements
6. Interest and ability
7. Age.

Economic necessity was considered in 20 states. In Albert Lee, Minn., students are selected with help from the guidance office files, the principal, and teachers' recommendations.

High School Credit

Nearly all of the high schools granted some credit toward graduation for work experience. Credit for both work experience and related instruction was given in nine cities. One credit or unit per semester was found to be most common, although one credit or unit per year was also frequently practiced. High school credit given for work experience may be summarized as follows:



Cities	Practice
3	Four credits per year
8	One credit or unit per year
10	One credit or unit per semester
7	One credit for work experience and one for related instruction
1	One and one-half credits per semester; three per year
2	One-fourth credit per school period
2	One-half credit per semester
4	Amount of credit not stated

Actual practice in selected cities clarifies this issue. In Bakersfield, Calif., work experience on the job is considered the same as an academic solid. At Edison High School in Minneapolis a credit is given for each semester of work experience. (Two are allowed during the senior year.) In addition, students get two credits per semester for related occupational instruction. A maximum of four credits may be earned. Melrose, Minn., gives two credits for 36 weeks in the program which requires no less than 15 hours of work per week. In Madison, Wis., pupils may earn one-half credit per semester in the eleventh and twelfth grade. Pupils must be employed a minimum of 16 weeks and have worked a minimum of 180 hours each semester. A maximum of two credits may be earned. Credit earned in Omaha, Neb., depends on the amount of time spent on the job. Most students work three hours per day, five days per week, and receive two semester credits per semester for work experience. In Petersburg, W. Va., credit is granted on the basis of one half of that given for regular class subjects for a given amount of time. In Kalispell, Mont., one sixteenth of the total needed for graduation is given. Extra credit earned does not count toward graduation. Five semester periods (one unit) for four hours work per day are granted in San Francisco, Calif. This work must be approved by the school and the school supervises the activity. A maximum of 30 semester periods (six units) may be earned.

The maximum amount of credit which may be earned in work experience programs ranged from one to eight high school credits with two and four being most frequently the limit. A control factor affecting the maximum number of credits which may be earned is that some of the programs start in the eleventh grade while many are restricted to the senior year. The distribution is as follows:

Cities	Maximum Credits	Cities	Maximum Credits
3	8	1	3
1	6	13	2
8	4	4	1

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Percentage of Students in Program

In no city did the proportion of high school students in the work experience program exceed 10 per cent of the total enrollment. More than half of the communities had 3 per cent or less of the pupils in the program. A summary of the percentage of high school students engaged in work experience programs in 37 cities is as follows:

Per Cent	Number of Cities	Per Cent	Number of Cities
1	6	6	3
2	5	7	4
3	10	8	1
4	4	9	1
5	0	10	3

Grade Level Students Participate

A majority of the work experience programs were available to high school junior and seniors as may be seen from the following tabulation:

Grade Level	Frequency
11	14
12	12
11 & 12	7

In Philadelphia and San Francisco pupils may start as early as the ninth grade. One sixth of the cities also have the additional requirement that the student has reached his sixteenth birthday.

Kinds of Employment

All but two programs placed students in clerical or sales occupations, while approximately 73 per cent found employment in semi-skilled occupations and more than 67 per cent worked at skilled occupations. About 62 per cent of the students worked in service occupations; 49 per cent in professional and managerial occupations; 43 per cent in unskilled occupations; and 27 per cent in agriculture, fishing, forestry, and kindred occupations.

Rate of Pay

The approximate average hourly wage for students ranged from 40 cents to \$1.50 per hour. The median hourly wage was 60 cents. Rates in the larger cities tended to run higher than those in the smaller communities.

Fifty cents an hour was the average wage received by students in eight cities; 60 cents an hour in seven cities; and 75 cents an hour in five cities. Union wages were paid in San Francisco, while the minimum wage paid to regular employees prevailed in Milwaukee. The average hourly wage in Los Angeles ranged from 65 cents, the state minimum, to \$1.50 per hour.

Summer Employment

In 23 cities students continued their jobs during the summer vacation. The status of summer employment was not reported in 10 cities while nine others indicated that the employment didn't continue during the sum-

WHAT SHOULD THE SCHOOL BOARD HAVE DONE?

School board members and the principal are still wiping their brows after a storm that broke graduation day to rock a small Pennsylvania town. The case broke with suddenness, shocking parents of Rockwood, Pa., a town of 2000, when diplomas were lifted on commencement night from 46 graduates.

The supervising principal, Edson B. Powell, revealed that copies of the English and Problems-of-Democracy examinations had leaked out beforehand. He had learned of the leak at 3 P.M., on graduation day, when he called two seniors into his office on another matter. They inadvertently blurted out that the examinations had circulated freely among the candidates prior to the test.

"I decided to go ahead with commencement to protect the students," Mr. Powell said, "but it backfired on me." Before the graduation ceremony, he told the graduates what he had learned. He explained that he would go through with the commencement but immediately afterward the diplomas would be recalled and the students re-examined. The graduates agreed to do this. But, when the parents learned of the plan, a wave of indignation broke over the usually quiet town. The school board went into special session and immediately approved Mr. Powell's plan for a re-examination. The special examinations were

scheduled for May 24, two days after commencement. All 46 graduates showed up, but only 11 consented to take the test.

Meanwhile, 30 of them had admitted having access to the Problems-of-Democracy test and 22 to the English test. The test questions had been slipped out of the typing room where they were being mimeographed.

All this time, furor was mounting in the town. The regular meeting of the school board on the following Monday was attended by an angry delegation of more than a hundred parents and other citizens. The school board which had backed Mr. Powell, four to one, began to waver. Many of the Rockwood high school pupils are tuition pupils, whose parents pay fees for their attendance in that district. They threatened to take their youngsters out of school, thus depriving the district of revenue.

The board swung over. The diplomas were handed back to the students.

"That's the board's action, not mine," Mr. Powell said. "They can't change my idea of what's right and wrong. And no board action can change what's in those kids' heads."

* * *

QUERY: What effect will the action of the school board have on the pupils? — Editor.

mer. Edison High School in Minneapolis does not give credit for summer work. In Omaha pupils often work during the summer months, but not under school supervision. Students apparently engage in summer employment in most communities without school supervision and without receiving high school credit.

During the school year nearly all students worked during school hours, after school hours, or on week ends.

Occupational Experience Received

In 32 cities students receive experience in one occupation only, while in five communities they worked in several occupations. In Milwaukee West High School students are employed in the same store where they have an opportunity to do office work part of the time and sales work the rest of the time. Waukegan, Ill., offers one occupation in the senior year and several in the junior year. If students in Minneapolis Edison are not successful on their first job, they may be replaced in another job or field of work.

The Values Derived

The survey of work experience program in 38 high schools in the United States in the spring of 1950 has pointed out that, while current programs now in operation provide a wide range of occupational experiences, the proportion of students benefiting from this activity seldom exceeds 10 per cent of the total enrollment. The employment of a full-time co-ordinator to direct the program, the use of a general advisory committee to guide the program, and the granting of high school credit for graduation were quite widely practiced. In selecting students for the program consideration was given to parental consent, school attendance, health, school record, job requirements, interest and ability, and age. Work experience programs were usually limited to high school juniors and seniors who had reached their sixteenth birthday. Rates of pay ranged from 40 cents to \$1.50 per hour, with the median being approximately 60 cents. School administrators and board members will do well to investigate this much neglected area of the high school curriculum.

A Lighting Engineer Looks at Chalkboards—*An Answer* Willard Allphin*

Merely providing a writing surface of good visibility is not enough to solve the chalkboard problem in a modern schoolroom. A truly comfortable visual environment can only be attained when all the principal surfaces in the rooms are light in color and there are no annoying contrasts. An old-type blackboard does not integrate successfully into such a scheme.

In the June SCHOOL BOARD JOURNAL, W. F. Mullen and W. R. Nixon make a plea for the use of black slate blackboards with "Take Another Look at the Natural Slate Blackboard," but, besides containing some minor errors of fact, the article overlooks the basic philosophy which makes light colored chalkboards desirable.

To mention a few of the errors, the authors, in speaking of suggestions from lighting authorities say, "It has also been the basis of the recommendations that further harmony of wall and ceiling decorations be achieved by using light colored chalkboards in red, white, or green." I have never heard of a recommendation for red chalkboards and doubt if such a color has ever been seriously considered.

In recommending blue for rooms with east exposure the authors say, "The color here retains a psychological warmth after the sun passes its natural zenith to the west." While there is a good deal of hokum talked about "advancing" and "receding," "warm" and "cool," "eye rest colors," etc., in so far as the terms do have any meaning, blue is considered to be a cool color.

The statement is made that, "by using slate, the monotony of the high-reflectance color scheme is definitely softened when schoolroom tasks are in progress." "Monotony," is hardly the word to use for a room having high reflectances since there is plenty of latitude for variety in color while still keeping the reflectances high. Anyone doubtful of this need only see one of Professor Kepes' recent color schemes in which three colors plus white are successfully used in a single room.

It is stated that, "the use of yellow on green is simply illogical when it is a fifth-grade fact that green is the complementary color to its primary yellow." Suffice it to say that the complementary of green is red.

More important than any of these details is the question of comfortable seeing in cheerful surroundings. Illuminating engineers, eye specialists, and educators have combined their efforts over the past ten years to provide visual environments which will have no large



Dark blue crayon is used on the light buff chalkboard in the Bowditch School model classroom, Salem, Massachusetts.

areas of dark colors. An ideal interior would be one in which the ceiling and any portion of the window wall not covered by windows are a white of 80 to 85 per cent reflectance, the upper portion of the other three walls has a reflectance of 60 to 70 per cent, the dado 40 to 50 per cent, and the chalkboards and tackboards somewhere between the upper walls and the dado in reflectance. The furniture should be in light tones such as that of natural maple finish and the floor should have a reflectance of around 30 per cent.

From a standpoint of visibility alone, the chalkboard combination can be either light chalk on a dark surface or dark chalk on a light surface. White chalk on a black surface has more visibility, but dark chalk on a light board has the advantage of harmonizing with a light colored room, and its slightly lower visibility can be offset by good illumination.

Installations have been made using etched glass boards of a light color which are written on with dark blue chalk. This board is easy to write on and easy to erase, but is open to the objection that the blue chalk comes off on the fingers of the writer. With the modern tendency to eliminate side or rear chalkboards and to have the front chalkboard for the use of the teacher rather than the pupils, this is not as serious a point as though the pupils used the dusty chalk. However, there are many teachers who consider the blue chalk a nuisance.

Another type of board is available in white, very light buff, or light green which is written on with a dark blue or dark brown grease crayon. Erasing is done with a flannel cloth. The crayon is easy to write with and does not come off on the fingers, but does require a different erasing technique. A firm "pushing" stroke is used instead of the brisk dusting motion used with the chalk eraser. While some teachers feel that this is more work than erasing white chalk from a blackboard, there are others who feel that the technique is well justified by the improvement in the cheerful appearance of the room.

A comparable solution offered in many schools is the use of a medium green chalkboard which is written on with white or yellow chalk. There are several boards available in this color and there is a paint which has been successfully used to refinish old boards, including slate. The point to bear in mind is that this is simply one step toward the ideal of a light colored chalkboard where the teachers have physical objections to the ideal board.

It is suggested that school authorities install light chalkboard in at least one room of the school system so that the advantages and disadvantages can be evaluated at firsthand. Meanwhile, even where the board is to be darker than the chalk, use as light a board as you can.

*Illuminating Engineer, Ipswich, Mass.

National Association Secretary Reports Some Recent Significant Developments

Edward M. Tuttle

This article for the August issue of the JOURNAL is being written en route from San Francisco to Olympia, Washington. For the past 10 days I have been representing America's school boards at several important educational conferences on the West Coast and am now on my way to the annual meeting of the National Council of Chief State School Officers held this year at Lake Quinault Lodge, state of Washington, July 6-9.

The Palo Alto Conference

On June 27-30 the National Commission on Teacher Education and Professional Standards (NEA) held at Stanford University, Palo Alto, its sixth annual conference on the theme "Teaching: A First Line of Defense." Some 500 selected delegates, representing all levels of the education profession and every state and territory, worked in 28 small groups for a total of 18 hours of concentrated study. Four major areas were considered: (1) Meeting Existing Needs for an Adequate Supply of Qualified Teachers; (2) Essential Conditions for Securing and Retaining Qualified Teachers; (3) The Teacher's Role in Mobilization; and (4) The Earmarks of a Good Teacher-Education Institution.

A significant feature of the meeting was the presence of a small sprinkling of school board members. They came from such widely separated states as California, Louisiana, and Minnesota. Both the board members themselves and many of the professional people expressed their firm belief in the advantage and profit to both sides of such co-operation. More participation by school board representatives in meetings of this kind is greatly to be desired.

Participation in Civil Defense

It is obviously impossible in this article to report on all the accomplishments of the Palo Alto Conference. The group for which I acted as chairman devoted its six three-hour discussion periods to the subject of "Preparing the Schools for Participation in Civil Defense." We were fortunate to have with us Dr. Dwayne Orton, Assistant Administrator for Training and Education of the Federal Civil Defense Administration, Gelmarc Tower, Washington, D. C.

Dr. Orton emphasized in an address at one of the general evening sessions, that America is tremendously vulnerable to enemy attack. It is estimated that 70 per cent of enemy bomb loads would reach American soil in an initial air raid in spite of every available means of stopping them. Yet we have hardly begun in most areas to perfect plans under which the civilian population may protect itself. This is perhaps natural because we have had no experience of such attacks, but it is dangerous and shortsighted to wait until an attack comes before learning how to meet it with courage and effective operation. Unless we do, some of our leaders predict that the loss of life resulting from panic and ignorance may be even greater than the loss of life through bombing. Every citizen has an obligation in this matter. School personnel have an especial responsibility because the lives of America's future generations are in their charge so much of the time. The problem is to develop effective defense precautions without accentuating the element of fear, particularly in children.

Our group discussed these matters at considerable length from the standpoint of the school authorities at elementary, secondary,

and higher; local, state, and national levels. A brief summary of our conclusions and recommendations follows:

Conclusions and Recommendations

A. Civil Defense, from the standpoint of public education, is a means of preparing individuals and communities:

1. To be aware that America is vulnerable to attack.

2. To be ready to meet emergency survival needs individually and co-operatively: (a) with attitudes of courage and self-reliance, (b) with information concerning panic control, (c) with skills to perform designated tasks, (d) with effective organization and planned equipment for special services.

B. Ways through which children and youth may be given a feeling of security will include:

1. Teacher example of courage and leadership

2. Selection of stable and calm pupil leaders

3. Instruction by use of appropriate informational materials as to possible danger and proper behavior in emergencies

4. Exact knowledge of what to do in a time of emergency at home, in school, or in transit between the two

5. Special assistance and provision for pupils with emotional problems

TRUE FREEDOM

*If a man does only what is required of him,
he is a slave.*

*If a man does more than is required of him,
he is a free man.*

— A. W. ROBERTSON

A moment's reflection will reveal the depth of truth expressed in the quotation above. The employee who does just enough to hold his job is forever the grudging slave of his employer no matter how well he may be remunerated. The person who fills a public trust by doing as little as he can and still retain the office is the slave of his own ungenerous spirit. Under such conditions life assumes the dull tedium of compulsions from without. Only when we voluntarily go beyond the strict limits of contract or custom do we experience the exhilarating sense of freedom from within. Only when we give more than we expect in return do we enjoy the privilege of free men to act on their own initiative. — E. M. T.

6. Appropriate instruction at each level in first aid, home nursing, care of pupils
7. Planned games and activities to keep pupils occupied during periods of danger
8. Assistance by older pupils in caring for younger ones as the needs of the situation warrant

C. *Ways through which a teacher may become equipped to meet emergency conditions will include:*

1. By becoming proficient in first aid
2. By acquiring a knowledge of fire control measures
3. By perfecting the various procedures to follow in case of attack as outlined by the Civil Defense authorities
4. By understanding the pertinent psychiatric and psychological principles which relate to behavior under stress
5. By acquiring such background information and technical skills as will make possible the carrying out of Civil Defense programs

D. *Suggestions and recommendations for clarifying, unifying, and promoting Civil Defense as related to public education:*

1. That the National Advisory Council to the Federal Civil Defense Administration include in its membership a member of the teaching profession
2. That the F.C.D.A. recommend the inclusion of representatives of the teaching profession on state and local Civil Defense Councils
3. That in the operation of Civil Defense activities involving the schools, established school channels—federal, state, and local—be used
4. That school studies and surveys of defense needs be made by social study classes, especially on the secondary level
5. That the area of Civil Defense be adopted as a forensic discussion topic throughout the country
6. That local materials for pupil instruction at all levels be developed by prospective and in-service teachers
7. That such organizations as the PTA and the NEA give renewed and added emphasis to Civil Defense. (The writer suggests that state and national school boards associations will want to be included.)
8. That newspaper and radio publicity of many types be developed and used by interested and alert persons and organizations
9. That Civil Defense authorities publish and distribute widely brief, simply written, graphic materials giving information on Civil Defense
10. That, since modern methods of attack are constantly changing, teachers should make certain to secure and use the latest defense materials put out from official sources

THE NEA AT SAN FRANCISCO

In San Francisco, July 1-6, the National Education Association held its 89th Annual Meeting and 30th Representative Assembly. More than 5000 delegates and educational personnel were in attendance, but at this meeting school board members were conspicuous by their absence. This is unfortunate, and we should seek ways to remedy such a condition in years to come.

A welcome exception was the president of the board of education in a medium-sized city in one of the Southern States who introduced himself to the writer and reported how much value he was deriving from the meeting. It ought to be possible for State

School Board Associations to find local board members who would be interested and available to represent school boards at educational conferences on state and national levels as opportunities offer. Superintendents and teachers are welcome at school board conferences; school board members will find no less a welcome at conferences of the profession.

Among the scores of subjects discussed at the San Francisco meeting the matter of attacks on the public schools and what to do to meet them drew large and attentive audiences. The happenings in Pasadena during recent months were fresh in everybody's mind, and at one of the sessions on July 5 the National Commission for the Defense of Democracy Through Education issued its printed report of the facts it had discovered by a careful investigation of the Pasadena situation. This report, entitled "The Pasadena Story—An Analysis of Some Forces and Factors That Injured a Superior School System," is available from the offices of the Commission, in Washington. It has lessons in it for every school board and school administrator in America.

Meeting Organized Propaganda

One of the most helpful talks at the meeting in San Francisco was given under the above title by Dr. Virgil M. Rogers, superintendent of schools, Battle Creek, Mich., and a member of the National Commission for the Defense of Democracy Through Education. Dr. Rogers said:

Healthy criticism of public education is an indispensable element in the continued growth of our public school system, but misrepresentation, falsehood, and distortion, now used in many quarters in the attacks upon the schools, will invariably undermine public confidence unless early identified and vigorously dealt with.

He then proceeded to outline a formula which should be helpful in differentiating between the honest, responsible, sincere type of criticism and the dishonest, subversive, trouble-making type. Since boards of education are usually at the very center of any kind of attack on the schools, Dr. Roger's suggestions are particularly recommended to board members for study. They are as follows:

Honest Group Type

1. Meets under auspices of regular organization, e.g., PTA or school advisory council.
2. Has sanction of school authorities and co-operates with local teachers and officials.
3. Criticisms are constructive and specific.
4. Welcomes teachers and administrators in meetings, usually jointly held with them.
5. Gives evidence of sincerity by seeking the truth based upon facts.
6. Avoids use of propaganda literature, shuns sensationalism.
7. Rejects the inflammatory orator, radio commentator, or newspaper letter-writing addict.
8. Uses American way of getting at the truth—let all be heard, listen to both sides, and make up your own mind.
9. Keeps on issues and avoids bringing in personalities.
10. Makes decisions based upon all available evidence and only after exhaustive study.

11. Makes open and objective reports without attempting to embarrass officials, such reports having been previously submitted to the whole group for study and consideration.

Subversive or Dishonest Group Type

1. Meets initially under authorized group, perhaps; may then begin holding secret or off-record sessions.
2. Tends to work under cover and to use devious means of evading school officials and faculty.
3. Attracts emotionally unstable people to it and often these are given command of the group.
4. May break away from established group and set up a high-sounding splinter organization, e.g., Parents League for Curriculum Development, The National Council for American Education, The School Development Council, Parents Curriculum Committee.
5. Uses smear literature, poison pamphlets, usually imported from the outside, or lifts phrases, slogans, and titles from them.
6. Introduces extraneous issues, rather than concentrating on the agreed upon area of discussion.
7. Accepts rabble-rousing techniques, "dust throwing," "name calling."
8. Permits only one side of the issue to be presented fully.
9. Resolutions are frequently passed without thoughtful deliberation and regardless of all the evidence; persons making such resolutions are frequently fanatically critical of the schools.
10. Attacks personalities—the superintendent or principal becomes the "whipping boy."
11. Makes a pretense at getting the facts, then issues ultimatums to be answered in a limited amount of time. Sometimes these attacks take the form of a list of questions to the school officials or to the board, often given to the press simultaneously.
12. Frequently uses press in the campaign.
13. Secures funds through collections and gifts solicited, not through regularly constituted membership.

Conference of Lay Groups

Under the auspices of the National Citizens Commission for the Public Schools, a one-day meeting of representatives of 32 lay organizations was held in Chicago on June 26. The purpose of the conference was to explore the possibilities of closer co-operation among groups concerned with the advancement of public education. There was general agreement that such co-operation is greatly to be desired, and the hope was expressed that opportunities for mutual study and discussion might be increased.

Perhaps the most significant development at the meeting was the emphasis given to the three principles governing lay participation in school affairs, as follows:

1. Whenever a citizens or lay group is formed to assist in the improvement of the schools care must be taken that it be *broadly representative of the entire community*. A group that represents only some particular area or segment of the Community can do more harm than good.

2. Once formed, such a group should proceed to *secure and study the facts* concerning any and all phases of the operation of the

(Concluded on page 56)

Family Differentials for Teachers

Theodore O. Reyhner*

Once again men and women are beginning to leave the teaching profession in large numbers. They are leaving both schools and teacher training institutions: they go to the armed services, to governmental positions, to defense industries, to better paying jobs of all kinds. This is especially true of men teachers. The situation today parallels that of a decade ago.

At the beginning of World War II the family allowance for teachers, an almost unknown and little understood practice in this country, gave promise of alleviating somewhat the serious exodus of trained men and women from the public schools. A comprehensive investigation of family differentials for teachers was made at that time; due to conditions arising out of the war, the results now have been put in final form.¹ This nationwide study brought forth some paradoxical results. In 1942, school board members, school superintendents, and leading professors of educational administration with whom contracts were made thought that family responsibilities should be given consideration in any cost-of-living bonus for teachers. Yet, these same men reported that they were almost wholly unfamiliar with family allowance plans in any form.

The Family Allowance

The family allowance may be defined as the practice of paying the head of a family an amount more than is paid another worker of equivalent ability, training, and experience in a similar position. The family allowance is one adjustment of society to growing revolutionary forces on family life that are making children serious economic problems and even liabilities on their parents. These pressures arise from related fundamental social movements that have been spreading rapidly but unevenly throughout Western Civilization since the Industrial Revolution began in England about two hundred years ago.

The factory system and urbanization came first. These made it difficult for children to help support themselves by

working at suitable tasks under parental supervision. The cost of rearing a family is high in urban communities. Other social changes that intensified the newborn pressures on family life were engendered. Man power was freed for work in the sciences and humanities. This led, among other things, to the recognition of the length and importance of the childhood period. Unemployment became endemic. Moral leaders gave increasing attention to the new and pressing problems faced by the family. Child labor legislation and compulsory education spread throughout the United States and other Western countries. Thus, the then prevailing attitude toward children working was reversed; the financial plight of the family became still more critical.

Family wages were almost unknown before World War I inflation catalyzed them into a major social phenomenon. Then, many millions of servicemen and civilians received family allowances, mainly in Europe.

As some of the warborn pressures that brought about this cataclysm of family allowances declined, old ones were aggravated and new ones appeared. After a period of postwar readjustment, the family wage movement began expanding in a more orderly manner under augmented social demands generated by the rising economic cost of children, our changing sense of values, the harmful birth control eugenics, and the struggle for national survival. Groups in 31 countries were receiving such allowances within the period from 1937 to the beginning of World War II.

Family wages expanded tremendously in the disturbed years of World War II and its aftermath. In one way or another military and civilian family wage plans affected the lives of almost all civilized peoples. Today, at least 26 nations, including Canada and almost all the highly industrialized countries, have some type of national family allowance schemes of broad scope.

In the United States, the family allowance has found its greatest application, outside of the armed services, in the field of public school teaching.

A disturbing trend in modern society is the tendency to provide for the needs of *groups* but to ignore the needs of *individuals*. In the wage sphere it appears as the standard wage which is very widely used in this country. This wage attempts to

provide for a standard family which is often rather arbitrarily defined as five persons in a trade or industry where a large majority of the workers are men. Such a method of remuneration satisfies the average needs, position, and power of a group and functions well, but it ignores in a harmful way the hardships of employees with large families.

These privations are especially severe in teaching and other vocations with a preponderance of female workers. Here the average wage is likely to be lower than in comparable occupations where men predominate. This is due, in part to the lower average monetary requirements of working women.

Selected Opinions on Family Allowances

Opinions, on the family allowance for teachers, of members of city boards of education (the men that legislate public school salary policies), city superintendents of schools (the men whose duties include advising school boards of salary policies), and selected professors of educational administration (experts in the management of the teaching personnel) were obtained in 1942. At that time, about 35 per cent of the board members who responded to the questionnaire and 60 per cent of the superintendents and experts favored the family allowance in principle and as an established practice. The board members, superintendents, and experts were asked to select the dependents that should be recognized if the family allowance is granted. There was a very high degree of unanimity on this matter. They divided dependents into three broad classes: (1) dependent children, wives, and husbands; (2) dependent parents, brothers, and sisters; and (3) dependent grandparents, aunts, and uncles. There was strong support for the first class of dependents. The second class, dependent parents, brothers, and sisters, gathered a limited amount of backing, probably not enough to bring about their inclusion in any plan. The third dependent class received little support. The dependents of women teachers were given about the same recognition as those of men teachers.

About 5 per cent of the board members and 15 per cent of the superintendents claimed to be familiar with the plan;

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¹ Theodore O. Reyhner, *The Family Allowance for Teachers: The Evolution of Formal Plans for Public Teachers in the United States and Their Beginnings, Trends, and Status Between Two World Wars* (New York: unpublished doctoral thesis, School of Education, New York University, 1950).

around 55 and 30 per cent, respectively, checked that they had never heard of it before. But about 65 per cent of the board members and 80 per cent of the superintendents reported that they had given thought to the idea of paying married men or heads of families more than single men or women of equivalent ability, training, and experience in similar positions.

In 1942 about 50 per cent of all public school systems were found to be paying formal or informal sex differentials, and about 25 per cent were paying some types of formal or informal differentials which have a family effect. It is significant that a majority of school districts were attempting to meet the greater financial requirements and needs of an important segment of their teaching staff: (1) collectively, by dealing with more homogeneous groups — men and women; (2) on an individual basis under a broad formal or informal policy.

School Practice in Family Allowances

The purpose of the investigation was to study critically the family allowance plans for teachers during the period of 1918-43.

As suggested above family allowances are being used more and more throughout Western Civilization as one method of meeting the dependency problem. Information on the phenomenal growth of the movement provided a perspective necessary for an understanding of the family allowance for public school teachers in the United States. Questionnaires on the subject were sent to 712 city school board members, 712 city superintendents of schools, and 35 school administration experts throughout the United States. The returns were 34, 73, and 83 per cent, respectively. All questions used were found to be valid and reliable.

The prevalence of formal family allowance plans and other related practices was found by correspondence with superintendents during the 1942-43 school year. A total of 95 plans, which constituted all or practically all such schemes operating in this country at the time, were found.

Formal family allowance policies for city school teachers arose and attained a small modicum of recognition in the United States in the period between World Wars I and II. Their development paralleled that of the betterment of public school salary schedules and of the family allowance movement in general, though on a very small scale. From a beginning of one plan in 1918, the movement grew so that, shortly after our entry into the recent war, there were 95 plans in operation. Cities in Minnesota, Wisconsin, and Illinois were using nearly half of these plans, but some schemes were also found in each of the four major geographic sections of the country. The largest number — one fourth of all — was in North Dakota.

Local superintendents and board mem-

bers rather than pressure were responsible for the 95 established family allowance policies. The superintendents acting individually sponsored two thirds of them. In about half the cases one or more local board members introduced the plan or actively supported other sponsors. A group of local teachers promoted or helped in about one out of every four of the systems. No national or regional organizations worked directly or indirectly toward this end.

Types of Schemes

Most of the family allowance policies were found to be of the single differential type which does not take into consideration the number of dependents of a teacher. However, 15 schemes established after 1934 varied the size of allowances paid more or less according to the number of a teacher's dependents. These multiple differential plans gave promise of finding more acceptance in the future. Neither the single nor multiple differential type was characterized by major administrative problems.

All the schemes were strictly family allowance plans: no secondary dependents were recognized. Most of the plans paid allowances for the wives of teachers and a number recognized dependent children. A few recent ones provided differentials for dependent husbands, children of teachers with dependent husbands, and children of widows.

None of the family allowances did more than help a teacher support the additional burden of a family. The median allowance for a married teacher with a dependent wife and two dependent children was \$200 during the 1942-43 school year. Low as most of these allowances were, the salaries were mute evidence of their need and incalculable value to family teachers and their dependents.

Eighty-seven per cent of the superintendents of school systems with established

family allowance policies approved the family wage, for the most part because it was a reasonable means of attracting and holding qualified men teachers. Only 1 per cent opposed the scheme.

The superintendents reported that the family allowance plans were accepted, on the whole, by single and married teachers of both sexes, though the reactions were largely passive. Individuals and groups in the communities concerned had made almost no formal and few informal comments on these policies, and the few expressions made were generally favorable.

The Future of Differentials

The facts that have been presented are subject to a wide variety of interpretations. The family allowance for teachers is but one phase of the highly complex problem of teachers' salaries and should be given thorough consideration by all groups concerned whenever public school salary schedules are under construction or reconstruction. A family allowance in the salary policy of any school district will depend on the total situation existing at the time a salary schedule is revised.

For the past 50 years a number of important movements, most of them oblique and unconscious, have tended to increase the need for dependency differentials for teachers. Yet the family allowance is still almost unknown, in spite of the fact that the family wage is now a major social institution in Western Civilization. It would be helpful if one or more educational groups would become interested in the problem and actively sponsor the family allowance for public school teachers on regional and national bases.

The investigator favors dependency differentials for teachers in principle; he predicts that the need for them will sooner or later be recognized, that they will eventually form a minor but important part of most salary schedules.

TRENDS IN ECONOMIC CONDITIONS OF IMPORTANCE TO SCHOOLS

	Latest Figure	Previous Month	Year Ago
School Building Construction ¹ . . .	\$120,810 ⁵	\$123,153 ⁵	\$128,280 ⁵
Total School Bond Sales	\$119,847 ⁵	\$120,012 ⁵	\$118,642 ⁵
Average Interest, Selected			
Municipal Bonds ²	2.07%	1.96%	1.99%
Construction Cost Index ³	528	527	501
Wholesale Price Index ⁴	180.5	181.9	159.6
U. S. Consumers' Price Index ⁴ . . .	184.6	184.5	168.5
U. S. Retail Food Price Index ⁴ . . .	226.5	227	199.8

¹Dodge Figures for 37 States East of Rocky Mountains.

²Bond Buyer.

³American Appraisal Co., Milwaukee.

⁴U. S. Department of Labor.

⁵In thousands of dollars.

FURTHERING UNESCO GOALS

Elaine Exton

In the present crisis of the world "the foreign policy of the United States is based on an effort to attain peace," President Truman told a recent Civil Defense Conference, stating that "our best hope for peace is to bring together the nations that are striving for peace and to increase their strength to stop aggression."

The first conference of the American Assembly of Columbia University after a five-day series of discussion meetings on United States Relations with Western Europe attended by 85 men and women representing business, labor, agriculture, government, and the professions reached a similar conclusion, agreeing that "the threat from Soviet imperialism can best be met by building co-operation among all the free peoples on all fronts."

It is through the United Nations Educational, Scientific, and Cultural Organization (UNESCO)—which was created as one of the specialized agencies of the UN in 1945 "for the purpose of advancing, through the educational and scientific, and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind"—that responsible individuals everywhere can help weave a fabric of mutual understanding and good will that will substantially strengthen the ties of friendship between nations. Certain UNESCO-related projects that are suitable for school adoption, are the subject of this article.

UNESCO Activities in the United States

At the annual meeting of the U. S. National Commission for UNESCO* held in Washington, May 9-11, its members reviewed the progress of UNESCO activities in the United States and concurred that in 1951-52 the American efforts embrace a wide variety of activities which will further international UNESCO objectives through teaching understanding of the United Nations. Aside from direct teaching in schools and colleges there are to be interchanges of persons and cultural materials, material assistance to educational institutions of other countries, etc.

*The creation and authority of the U. S. National Commission for UNESCO stem from Public Law 565, Seventy-ninth Congress, Second Session. Its leading functions are to advise the Department of State on UNESCO affairs and to bear the major responsibility for the UNESCO program in this country. Sixty of its members are designated by national organizations. The remaining forty—leaders in the fields of education, science, the arts, business and labor, press, films and radio—are appointed by the Secretary of State. (Of this number 10 are selected from units of state and local government and 10 from Federal Government agencies.)



*American Educational Leaders at UNESCO in Paris,
June 18 — July 13.*

Left to right: Elvin C. Stakman, U. S. Department of State; George D. Stoddard, Urbana, Illinois; Mrs. Henry P. Russell, San Francisco; H. H. Sargeant, U. S. Department of State; George F. Zook, Washington.

Third National Conference on UNESCO

Maintaining that "there is no greater obligation facing the American people than to develop sound attitudes toward international co-operation," Dr. George D. Stoddard, president of the University of Illinois and chairman of the U. S. National Commission for UNESCO, reports: "So important is this need that 'The United Nations and the Specialized Agencies' has been made the theme of the Third International Conference for UNESCO which will convene at Hunter College in New York City, January 27-31, 1952."

The main purpose of this Conference will be to outline programs for support of the UN and the Specialized Agencies as a force for peace and security and to make clear the interdependence of nations, he explains, pointing out that "education about the United Nations is a function not only of the UN itself but of UNESCO."

Conference sessions are being planned to increase the effectiveness of educators, creative artists, mass media representatives, community leaders, and national organizations in securing more informed and active citizen participation in world affairs, according to the conference's sponsoring committee, chairmanned by Chester Bowles. They will range from factual presentations by world figures

on the need for an organized approach toward solving world problems to discussion meetings where delegates consider "obstacles" in the path of vigorous support of the UN and workshops concerned with methods of program development and preparing findings that will serve as guideposts for local action.

Among the anticipated features of the conference are addresses by Trygve Lie, the Secretary General of the UN, and Jaime Torres Bodet, Director General of UNESCO, on the work of their respective agencies; a panel of Congressmen, political scientists, and State Department representatives participating in a program on "The Birth and Growth of a Foreign Policy" which will point up the various steps involved through use of a case example; a dramatic presentation showing the effect on international relations of attitudes held by Americans toward nationals of another country and by foreign citizens toward us.

As many as 800 national voluntary organizations active in UNESCO fields of interest as well as some 500 colleges and universities, are each being invited to designate two representatives to this Conference. All state superintendents of schools have been invited to attend and also to name an elementary and a secondary school teacher to serve as delegates. Further information and reports to be developed by this Conference will be available from the UNESCO Relations Staff of the Department of State, Washington 25, D. C.

New UN Education Service

In a statement announcing the inauguration of a United Nations Education Service this September to help the nation's teachers give effective instruction about world affairs at all grade levels, Howard E. Wilson, who chairs the Committee on International Relations of the National Education Association, the sponsors for this new undertaking, reminds that "the United Nations and the United States Government have called on all school systems to teach about the United Nations—its program, its accomplishments, and its needs." Every day that passes makes this responsibility more urgent, he emphasizes.

The UN Education Service will make it possible for teachers to maintain a permanent representative at United Nations Headquarters for the first time. This officer will attend UN sessions of interest to educators, consult with UN officials and delegations, help schools arrange visits to the UN, give on-the-spot assistance to out-of-town subscribers, and help in many other ways.

During the school year, UNIT (United Nations Information for Teachers) will be published biweekly by the Service and report on major UN activities and other international happenings from an educational viewpoint. This news-letter will also carry suggestions for presenting this information in the classroom and list selected audio-visual aids, publications, and coming events. Successful classroom practices in use in schools here and abroad will be presented in each issue.

Preparing special teaching units, spot studies, handbooks for school observances of occasions such as United Nations Day, advice on planning conferences, distribution of selected materials of national and international organizations suitable for use by teachers and students are additional types of assistance that the UN Education Service will furnish its subscribers.

The annual subscription rates for this non-profit enterprise vary according to the number of students in average daily attendance in a school or school system, with \$20 providing all services as well as five copies of each issue of UNIT in places where the school population is less than 2000 and \$50 the price for all services plus 20 copies of each issue of UNIT where the student body numbers over 25,000.

UNESCO's Gift Coupon Plan

The UNESCO Gift Coupon Plan launched in America in January is becoming increasingly popular with teacher as well as student groups. It affords a convenient medium through which schools and organizations in the United States can provide aid to education, science, and culture in war-devastated and underdeveloped countries and at the same time contribute in a practical way to the growth of international understanding.

Descriptive literature about the UNESCO Gift Coupon Program setting forth types of needs and what various sums will purchase may be secured from the UNESCO Reconstruction Liaison Office, United Nations, New York. One UNESCO Gift Coupon, \$10, for example, can obtain books for a rural library on wheels in the Philippines; two coupons, \$20, can send sets of wall charts to a secondary school in Kastoria, Greece; \$80

worth of coupons can buy a radio receiver, especially designed for school broadcasts, for a girls' high school in Delhi, India; 500 coupons, \$5,000, can make possible a mobile audio-visual van, fully equipped with projector, screen, films, record player, amplifier, etc., for the Burmese Mass Education Council at Rangoon.

Here's how the plan works. The school or organization decides what country and type of activity it wishes to aid and what its overall fund-raising goal should be. It then notifies the UNESCO Reconstruction Liaison Office in New York City (United Nations Building) and orders from it the number of gift stamps it requires. Forty of these UNESCO stamps, costing 25 cents a piece, come in perforated booklets worth \$10 each.

Reports from schools with UNESCO Gift Coupon projects under way indicate that many ingenious methods of disposing of the stamps are being tried, with their use as tickets to movies and other school functions predominating.

Through the UNESCO Reconstruction Liaison Office, the co-operating group converts the money secured from the sale of UNESCO stamps, or raised in other ways, into UNESCO Gift Coupons, "a special kind of international currency like a check or postal money order," available in ten-dollar denominations.

The Gift Coupons are mailed by the co-operating group, along with a friendship letter, to an overseas school, university, library, or laboratory chosen on the basis of specific needs on file with the UNESCO Reconstruction Liaison Office and in conformity with the donor's preferences. The recipient institution uses these coupons to purchase the agreed on educational, scientific, or cultural items from a UNESCO-approved supplier who then redeems the coupons through UNESCO.

The International Program of UNESCO

The ten principal tasks of UNESCO enumerated below were adopted by the Fifth Session of the General Conference for UNESCO at Florence, Italy, last summer on the proposal of the United States delegation and constitute the policies and main lines of work that the agency will follow over a period of several years. These major objectives are:

1. To eliminate illiteracy and encourage fundamental education.
2. To obtain for each person an education conforming to his aptitudes and to the needs of society, including technological training and higher education.
3. To promote through education respect for Human Rights throughout all nations.
4. To overcome the obstacles to the free flow of persons, ideas, and knowledge between the countries of the world.
5. To promote the progress and utilization of science for mankind.
6. To study the causes of tensions that may lead to war and to fight them through education.
7. To demonstrate world cultural interdependence.
8. To advance through the press, radio, and motion pictures the cause of truth, freedom, and peace.
9. To bring about better understanding among the peoples of the world and to con-

vince them of the necessity of co-operating loyally with one another in the framework of the United Nations.

10. To render clearinghouse and exchange services in all its fields of action, together with services in reconstruction and relief assistance.

"In drawing up the draft program for 1952, we have kept constantly in mind this definition of our goals," UNESCO's Director General, Jaime Torres Bodet, stated to members of the U. S. National Commission for UNESCO in Washington in May, commenting that it is directed toward helping the member nations "make of education, science, and culture instruments of social progress and personal betterment."

"No development in economics, in politics, indeed of any kind is conceivable apart from progress in the training of man himself," he added, saying: "We know it will take more than a few months or a few years for success to crown our efforts. But the road has been charted. We must follow it with patience and courage, for only this road will lead us toward that peace in which the interests of society coincide with the fullest development of the individual citizen."

PEEKSKILL DEVELOPS CULTURAL PHASE OF SCHOOL PROGRAM

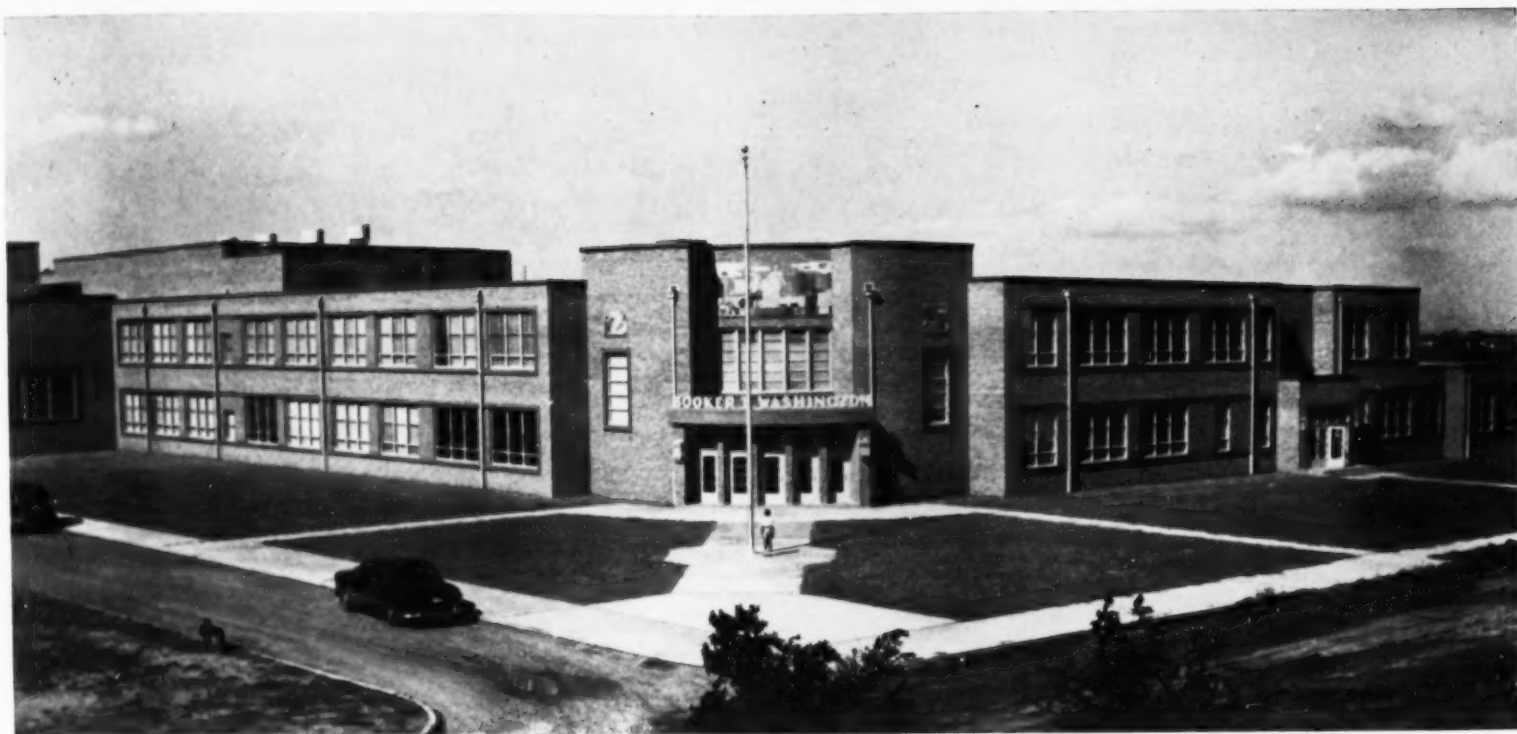
Children in the elementary schools have little opportunity to enjoy professional programs which provide entertainment, educational and cultural values at their level of understanding and appreciation.

This became a challenging objective of the Peekskill, N. Y., school administration which was met in a novel manner. The Council of Mothers' Clubs, composed of representatives of all the elementary schools, was invited to share in the preparation of an interesting, artistic program. This program was "Snow White and the Seven Dwarfs" produced by a professional play group which featured midgets as the seven dwarfs.

The aim was to make the program available to every boy and girl in the elementary schools. This meant that a nominal fee only could be charged for a production which was very expensive. The problem was solved in two ways. The Council of Mothers' Clubs and the other clubs in each school contributed enough money so that the price of the tickets could be reduced from 48 cents to 25 cents per child. In addition, four Service Clubs gave contributions to buy tickets for underprivileged children in all the schools. The school board also provided free transportation to children in schools located too far from the high school auditorium.

Invitations were extended to the children of several small school systems in the vicinity to attend one of the performances. Three performances were arranged: a morning performance, an afternoon and an evening performance. A reduced admission price was charged to these outlying school districts.

The results of the program were gratifying. All of the 1300 children in Peekskill witnessed the play. The program did provide entertainment, educational and cultural values to the children. The program received the active and whole-hearted support of the community, and the financial result was better than anticipated. The parent reaction was best summarized by one general comment, "It was one of the best things the children have had an opportunity to see."



*The Booker T. Washington High School at Tulsa, Oklahoma, is a truly attractive community center.
Lean B. Senter, A.I.A., Architect, Tulsa, Oklahoma.*

Tulsa Builds New High School

*Clarence F. Mantooth**

It took two bond issues to finance it, but the people of Tulsa County, Okla., have a new Booker T. Washington high school that's functionally designed to provide educational, recreational, and cultural opportunities for youth.

The handsome structure was erected under the supervision of the Tulsa county commissioners. After completion, it became the property of, and is administered by the board of education of the city of Tulsa. Dr. Charles C. Mason, superintendent; Byron L. Shepherd, assistant superintendent in charge of secondary schools; J. Roy Inbody, assistant superintendent in charge of business service; the subject matter supervisors, the principal, and the teachers assisted the county commissioners and the architect in the correlation of equipment and space requirements and the numerous other data essential in planning a modern high school plant.

The two-story brick building situated on a hill overlooking the community which it serves, depicts on its facades in beautifully sculptured polychrome terra cotta panels three periods in the life of Booker T. Washington. A fourth panel over the main entrance features



The panel portraying Booker T. Washington as a laborer is above the auditorium entrance. He advances to skilled artisan, being employed in the act of laying brick. The central figure shows him as an engineer, and through the surveyor's instrument envisions the opening of a wide horizon of accomplishment.

*Tulsa Public Schools, Tulsa, Okla.

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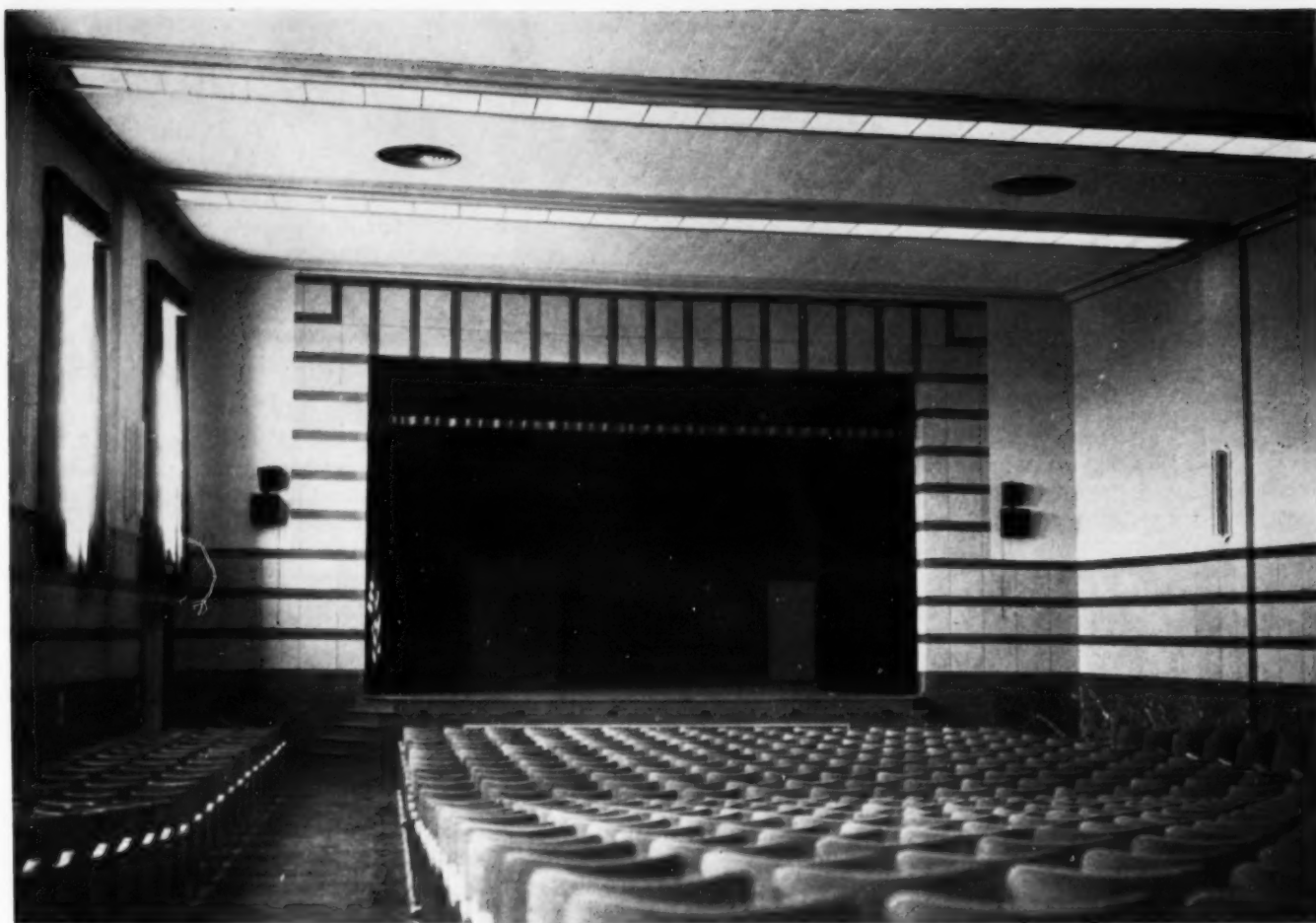
Second floor

BOOKER T. WASHINGTON HIGH SCHOOL TULSA, OKLAHOMA

LEON B. SENTER, AIA
ARCHITECT

- 1. CHANCE
- 2. JAZZ
- 3. CLASS ROOM
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First floor



The E. W. Woods Memorial auditorium is 95 feet long, averages 59 feet wide, and seats 805 persons. The tile wainscoting repeats the warm coloring of the exterior brick and tile. The room is named for the late E. W. Woods, long-time principal.

the statue erected to his memory at Tuskegee Institute.

The two-story buff brick building, with terra cotta trim, has a floor area of 102,714 square feet. The \$1,718,834 building was designed and engineered by Architect Leon B. Senter, and constructed by the W. R. Grimshaw Construction Company, both of Tulsa.

Facilities on the first floor include the following:

Two fully equipped shops, one for woodwork, cabinet-making and drafting, and one for metalwork, welding, and auto mechanics.

Vocal and instrumental music rooms with tiered rows of seats. The stage may be directly reached from the instrumental music room through the instrument storage room.

A secondary entrance, which may be separated from the remainder of the building serves either or both the auditorium and gymnasium. The auditorium, with sides sloping toward the stage, seats 805 persons. There is a stagecraft room which connects to the stage proper.

The natatorium, 33 by 80 feet, containing a swimming pool 20 by 60 feet, is adjoined by shower and locker rooms, a physical director's offices, check rooms, a drying room, a posture room, and a darkroom. These facilities also serve the gymnasium directly above.



Principal C. L. Cole, left, invites R. W. Brady, YMCA executive, and H. B. McMullan, Greenwood Chamber of Commerce president, to inspect the homemaking department.

There is a first-aid room in connection with these facilities as well as the shops.

A fully-equipped tailor shop is adjoined by a display window in the main corridor. This shop is equipped for giving complete vocational training in tailoring to fill a demand for young people trained for general tailoring and alteration work.

The cafeteria, where health education is taught along with the serving of hot plate lunches, is 48 by 56½ feet in size and seats 220 persons. An alcove, 16 by 23 feet, is for the faculty. The adjoining kitchen which is complete with stainless steel equipment, is 27½ by 48 feet.

The homemaking department is sectioned into areas for general food and nutrition study and for clothing and home decoration instruction. Demonstration and practice rooms are located between these areas. A laundry room adjoins the food preparation room.

A nursery unit also is contained in this department with all equipment and furniture scaled down to proper size for the pre-school age tots. An enclosed playground is easily accessible through double doors, one being under regular size for small children. The nursery provides a laboratory for giving high school boys and girls an understanding of child growth and care.

The first floor also includes the principal and counselors' offices, administration office, mail room, faculty and students' rest rooms, a nurse's room, boiler and fan rooms.

The facilities on the second floor include the following:

The gymnasium, 80 by 103 feet, with folding partition for separate physical education classes, and folding bleachers.

Two fully equipped physical science and biological science laboratories.

The library, with shelving facilities for 8000 volumes, is supplemented by three study rooms and a workshop where book binding and care is taught. Modern furniture and lighting fixtures, light walls and full length drapes at the windows produce an attractive atmosphere for study.

The art rooms have especially designed tables and easels. A kiln is included in the ceramics department.

Each floor has five standard classrooms. Other feature includes a building-wide public-address system.

Offices and classrooms are heated by radiation and forced air system. The nursery is heated by forced air and radiant heat in the floor. The gymnasium and auditorium are heated by forced air. The school's forced air system also provides ventilation, bringing in fresh filtered air from the outside.

The foundation of the school is of reinforced concrete; the exterior walls are brick. The auditorium and gymnasium are steel frame structures.

The building has a bar-joist constructed roof, with gypsum plank decking and built up felt and asphalt roofing. There are acoustical

tile ceilings throughout, except in the gymnasium and shops which are finished in "cemax."

Floors in the shops are concrete; a hard maple floor has been used in the gymnasium; cork tile aisles in the auditorium, and asphalt tile floors throughout the rest of the building. All floors on the second floor are supported by bar joists.

Classrooms have plaster walls and are painted light high-reflective colors. The auditorium walls are of terra cotta with a marble wainscot. The gymnasium, natatorium, and shower and locker rooms have glazed tile walls. Halls have a terra-cotta wainscot.

Three types of windows are used. Most windows are steel, double hung with hopper vents. The gymnasium, and shops have commercial projected-type windows, and the auditorium has awning type windows.

There is fluorescent lighting in the classrooms.

The center motif of the polychrome terra cotta mural over the main entrance is a replica of the monument on the campus of Tuskegee Institute erected to the achievement of Booker T. Washington. This monument depicts Washington lifting the veil of ignorance from the Negro people and on its base is inscribed:

BOOKER T. WASHINGTON, 1856-1915
HE LIFTED THE VEIL OF IGNORANCE FROM HIS
PEOPLE AND POINTED THE WAY TO
PROGRESS THROUGH EDUCATION
AND INDUSTRY.

The new Booker T. Washington high school in Tulsa, Oklahoma, is dedicated to this same purpose.



Above the attractive entrance to Tulsa's new Booker T. Washington High School building is a sculptured panel showing the Negro educator lifting "the veil of ignorance" from a young man. At the right, above the window, is a panel portraying Washington, the slave boy, bringing water to the cotton pickers on a southern plantation.

NEW YORK CITY SCHOOLS TO USE DOG TAGS NEXT FALL

The New York City board of education has begun the preparation of identification disks to be used next fall by all city children as part of the board's civil defense program. The tags, of nickel-silver alloy, suspended on metal chains, are to be given to all public, parochial, and private school children, and to children of preschool age.

Information to be embossed on the tags has been obtained from class lists submitted by the individual schools and cover all present-term first-, second-, and third-year classes. Present-term kindergarten children and new kindergarten and first-year children, as of September, 1951, are to be given precedence for production in September. The tags will bear the following information: school, borough, class, code number, teacher, pupil's name, parent's name, address, and birth date.

The code used to identify the school division is as follows:

- 001-299 — elementary and junior high schools
- 300-399 — academic and vocational high schools
- 400-499 — "400" schools
- 600-699 — "600" schools
- 700-799 — private and nursery schools
- 800-899 — parochial schools

Since parochial and private schools have names rather than numbers, they will be advised of special code numbers by their school officials.



Playground view of the North Street School, Rittman, Ohio.—Spahn and Barnes, Architects, Cleveland Heights, Ohio.

A Modern Elementary Building Provides —

FACILITIES FOR Rittman's Expanding School Program

W. H. Hauenstein and Spahn and Barnes***

In 1946, the board of education of the Rittman (Ohio) Exempted Village School District became concerned with its inadequate plant facilities. Its first action in an effort to improve conditions was to authorize an educational survey by Dr. L. H. Munzenmayer and his committee of Kent State University. Spahn and Barnes, architects, Cleveland Heights, Ohio, were retained to design and supervise the building. Superintendent W. H. Hauenstein, head of the Rittman Schools, co-ordinated the planning of the educators and the architect. After a thorough investigation and

study of the problem the report was submitted with a recommendation that part of the existing facilities, found to be obsolete by present-day educational standards, be abandoned. Rapid community growth had forced crowded conditions of the existing plant so that the greatest need was found to be for classrooms, and this problem became the immediate concern of the board.

The survey group recommended that the use of the existing primary school, housing pupils in the first two grades, be discontinued. The crowded conditions, crumbling walls, lack of playrooms, the dark and unattractive basement, and the unfit toilet rooms were not

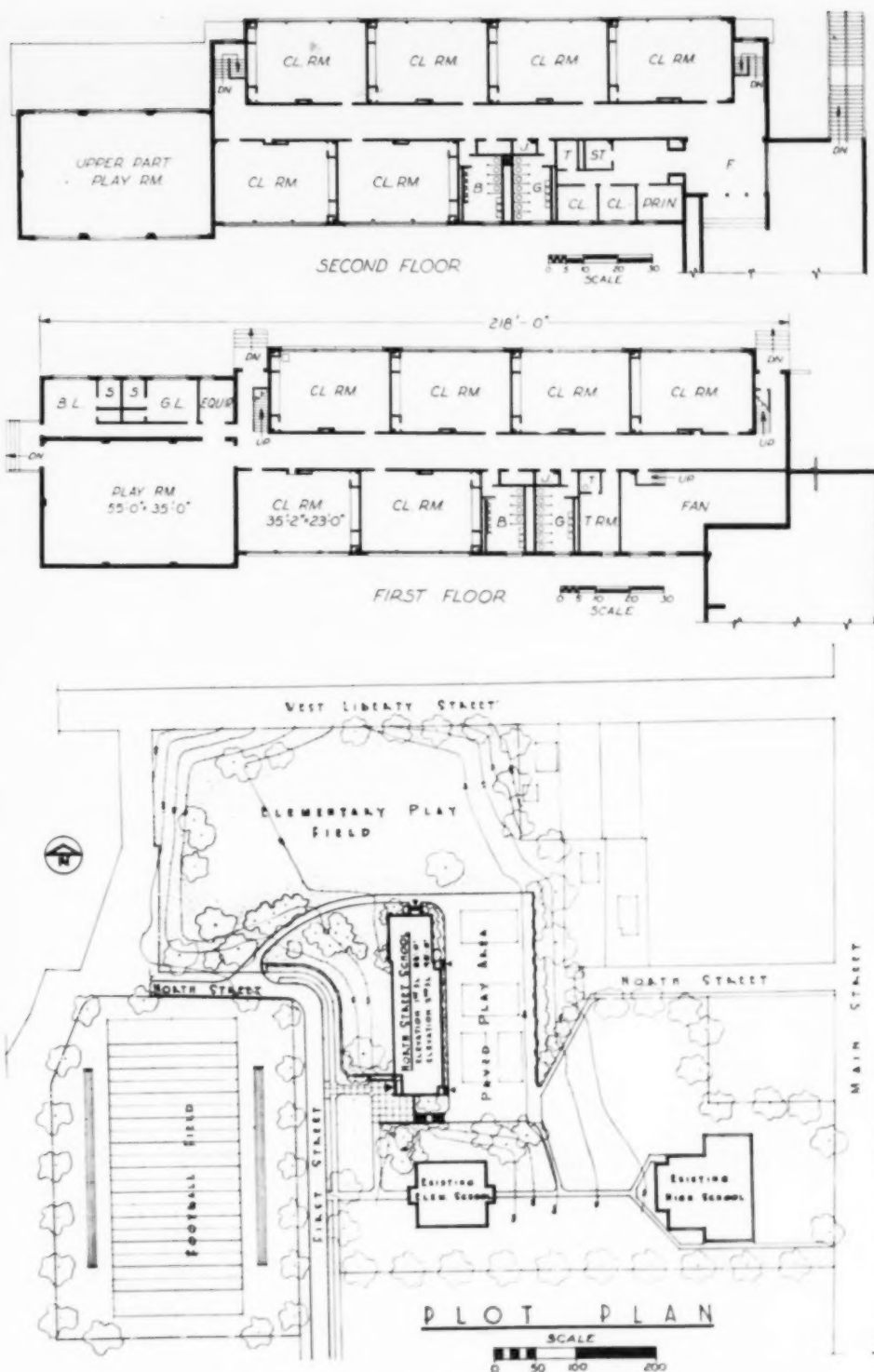
found to be conducive to a modern educational program.

The First Street School, housing grades three through eight, was also far beyond its capacity. Basement rooms were definitely unsuited for use as regular classrooms. Lunchroom, assembly room, and playroom were lacking, and there were no facilities for modern work experiences regarded as an essential part of present-day education.

In addition to the immediate discontinuance of the use of the primary building, the survey recommended facilities for the alleviation of the crowding in the First Street School, and proposed its replacement at a future time

*Superintendent of Schools, Rittman, Ohio.

**Architects, Cleveland Heights, Ohio.



The new North Street School, Rittman, Ohio, has been located so as to make the best possible use of the site for play purposes

as funds became available. Since the financial ability of the community was limited, it was decided that a modern educational environment should be established for the youngest children of the district, with a plan to expand this program through the entire elementary division as an ultimate aim.

Those concerned with the planning agreed that the problem in Rittman required all buildings of the school district to be grouped in close proximity for simplicity of administration. The existing site, accommodating the high

school and the First Street building, was not only inadequate in area, but had irregular topography. The only possibility of expansion of the site was to the north, also an uneven tract which would require extensive and costly grading. However, it was decided that the acquisition of this additional land was the only solution to the problem. The proposed additional property was across North Street which bounded the existing property on the north. The new section was annexed and arrangements were made with the city officials

to abandon North Street so that the entire tract offered a usable site.

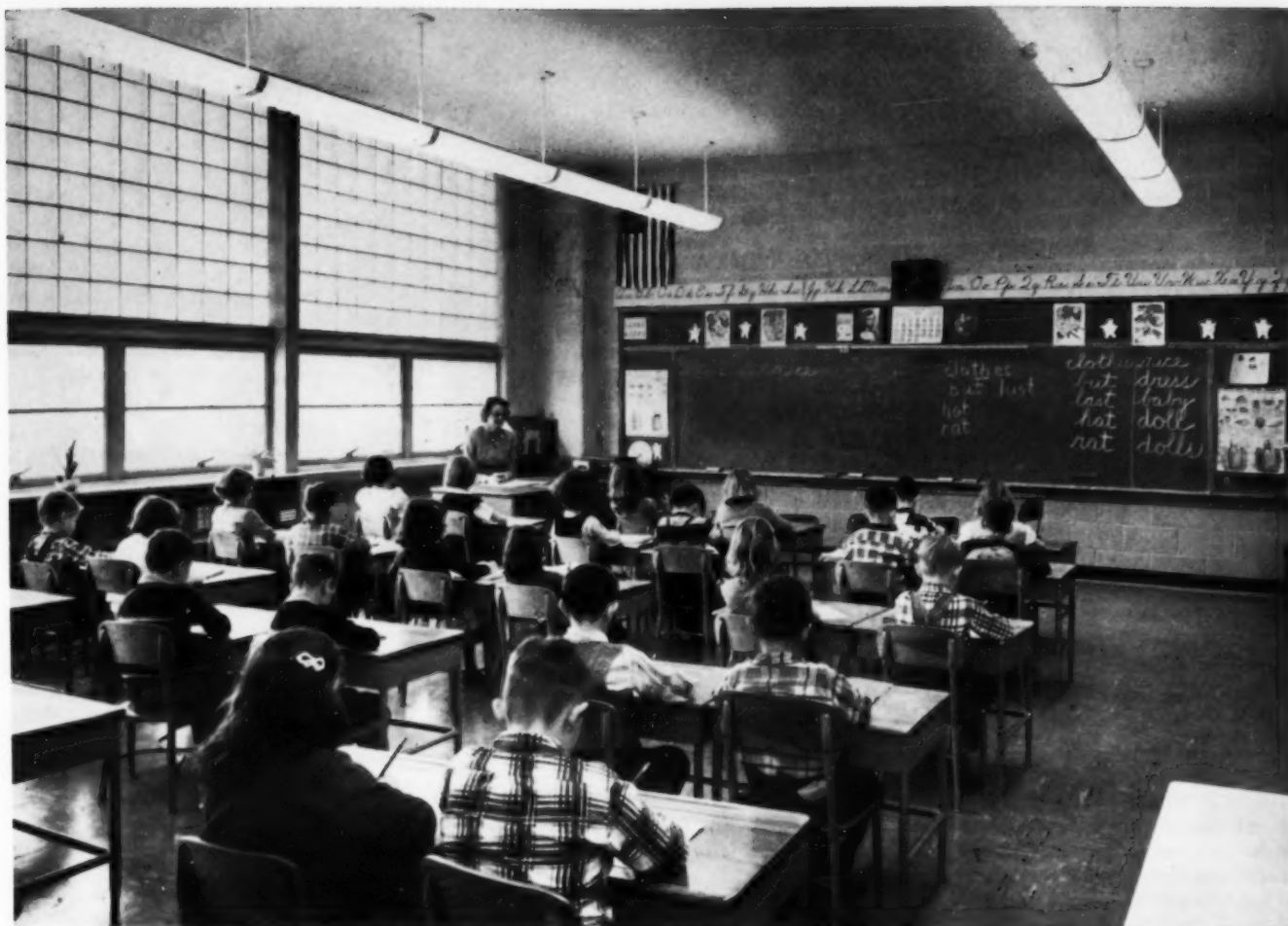
Funds available were found to be adequate for a 12 classroom building with combination playroom and assembly room, offices, health room, toilets, and equipment room. The architects decided to take advantage of the oversized boiler room and coal storage facilities in the high school to reduce the cubage of the new building. The discontinued rooms in the First Street School were found to be adequate for cafeteria and kitchen use, serving the entire school population.

It was planned that the new building would house a kindergarten and grades one through four. The First Street School was relieved to the extent of serving only grades five through eight. Provision has been made for expansion of the new building to the south, ultimately accommodating the entire elementary enrollment and occupying the site of the First Street building. North Street School is located across the old roadbed of North Street. The sloping site dictated the use of a two-story building having direct access to grade level at each floor. A large paved play area, to the east of the building and adjacent to the classrooms for the primary grades, is intended principally for the younger children. The older children will have the use of the large play field developed to the north. This provides a greater area for outdoor activity than has previously been available for elementary grades.

North Street School was designed with economy of construction and low maintenance cost in mind. The unlevel site imposed higher cost than would have been necessary otherwise. Steel frame construction has been used, with walls of face brick and light aggregate block backup. Floor and roof construction is reinforced concrete slab on steel web joists. Windows are the steel projected type, with light-directing glass block above in all classrooms. Classrooms have painted block walls and painted plaster ceilings. The floor surface is asphalt tile. Corridors and stair halls have wainscotings of glazed facing tile with painted block above and asphalt tile floors. The entrance foyer has for its walls a continuation of the exterior face brick. The offices, teachers' room, and play room have painted block walls with maple floor in the latter. Toilet rooms have walls of glazed facing tile and ceramic tile floors.

The building is heated with direct radiation by steam generated in a low-pressure boiler; an underground steam line feeds the two-pipe system. A central fan system supplies air to all classrooms. The playroom is ventilated by unit ventilators; toilets, locker rooms, showers, and classroom wardrobes are provided with exhaust ventilation.

Fluorescent lighting has been used in classrooms and offices. While a high level of illumination has been obtained through two continuous rows of fixtures in classrooms, provision has been made for the installation of a third row of fixtures should a higher intensity ever be desired. All other rooms, corridors, and areas are served with incandescent lighting.



The classrooms of the North Street School have been carefully finished to provide ideal light.

A one-channel public-address system has been installed complete with communication feature, radio, and transcription player. The clock and program bell system is the minute impulse, automatic hourly supervised type.

All interior painted surfaces have been done in light colors with high reflective values. Classrooms have been equipped with green glass chalkboards and an abundance of light colored tackboard panels. Floors and furniture are light in color so that the best sight conditions are provided.

The average classroom size is 22 by 36 feet, which provides ample opportunity for unlimited arrangements of the movable furniture and space for project work areas. Each classroom has built-in work surfaces, including sink and storage cabinets. Additional shelving space is provided along the window walls. A teacher's closet is available in every room; wardrobe space, enclosed with gliding doors, is located at the rear of each classroom.

Provision has been made in each classroom for darkening through the installation of a curtain track recess along each window wall.

The playroom has been designed for a maximum of recreational activity. The ceiling height is 18 feet so that it serves as a junior size basketball court as well as an area for volleyball and games of all sorts. An adequate equipment room has been located adjacent to



The main entrance has been finished with materials which are dignified and require minimum upkeep.



The auditorium-gymnasium serves a maximum number of instructional and recreational purposes.

it, as well as boys' and girls' shower and locker rooms and toilets. The latter facilities will be used in connection with the football field, inasmuch as such accommodations in the existing high school are inadequate and remote. A valuable platform and seating has been provided for assembly gatherings.

In its first year North Street has housed a pupil load of 380 which may be extended to a maximum of 420. The building has a net area of 20,500 square feet and a cubical content of 320,000 feet. The cost, exclusive of land, landscaping, furniture, and fees, was \$334,000. On this basis, the cubic foot cost of \$1.05 was considered favorable in view of the high cost of construction in the district, and the difficulties that the site presented.

The North Street School has achieved for the district its objective of replacing an antiquated primary building and alleviating crowded conditions in its elementary building. It is affording the younger group of children in the city of Rittman modern educational facilities in its first step in a long-range program.

HOW THE TEACHERS LIKED NORTH STREET SCHOOL

In the fall of 1950, a school of 375 pupils entered a new elementary school building in Rittman, Ohio. Five years earlier the school personnel, the board of education, and many community groups and individuals had begun to study co-operatively the problem of future schoolhousing in the community. A survey group from Kent State University under the direction of Dr. Lester Munzenmayer assisted in this study. The survey made specific recommendations, stating that the greatest need was an elementary school building designed for lower elementary youths. In addition, the survey proposed a long-range improvement plan for remodeling existing facilities in ac-

cordance with community and educational growth.

In the fall of 1950, a bond issue in the amount of \$414,000 was passed by the voters of the village. The campaign for the bond issue became an excellent example of community co-operation in publicity, house-to-house explanation of the project, and a concerted effort by community leaders and civic groups to provide better schoolhousing facilities for the community.

Following the passage of the bonds, there was additional planning in the selection of the site and the type of building to be constructed. Teachers stated what they would like to have in the way of classroom size, arrangements, and furniture. These ideas were studied by the board, the architects, and the administration, and many of the ideas were used in the

final plans. The unevenness of the site chosen for the building determined that the building should be two floors high.

This article is concerned primarily with the attitude of the teachers and pupils after they have had an opportunity for a period of time to use the building which cares for pupils in kindergarten and four grades, housed in 12 rooms.

Teachers and pupils are enthusiastic about the lighting of the rooms. In addition to the artificial light for dark days which is of the fluorescent type, the outside of the rooms is constructed of directional glass block, and this provides a soft, natural light which is distributed to all parts of the room on bright days. The rooms are done in a variety of soft pastel colors which have been found pleasing and restful. Green chalkboards and green cork bulletin boards used throughout have been quite satisfactory.

The pupils have enjoyed the use of a project table and extra chairs in each room. A sink is located in the back of each room and is supplied with taps for hot and cold water. Ample shelving, storage room, and display spaces are provided. It is surprising how these features have increased the number of instructive educational projects which are carried on in most of the rooms. The teachers like the extra storage space for books and project materials in the back of each room.

At the north end of the building is a playroom, 55 by 35 feet in size. Teachers make frequent use of the room for musical games and indoor games and recreational activities in addition to the organized physical education program. This is the first time our school has had a playroom for the grades, and all are surprised at its wide use.

Directly to the east of the building is a black-top playground which is 98 feet wide and 233 feet long. We have found this area usable even during the coldest weather. Custodians and teachers are very enthusiastic about



Primary room looking toward the work area.



Main entrance, North Street School, Rittman, Ohio.

the play court, since it permits hard play in the open air, and reduces very greatly the dirt and foreign matter carried into the building and the classrooms on the pupils' shoes.

The total service of the building has been rounded out by shower rooms, locker rooms, two offices, a clinic room, a fine lobby and reception room. The floors in the rooms and corridors are asphalt tile in four colors with appropriate borders. Teachers, and those who have viewed the building, feel that the floor colors harmonize very well with the room colors. In the kindergarten room, figure designs are used in the floor.

Ease in maintenance of the lavatories has been due to floors of ceramic tile, and walls of glazed tile. Glazed tile is used in the corridors to a height of five and one-half feet. All are enthusiastic about the sanitary aspects of the floors and walls in our lavatories and halls.

The building is heated with steam which is piped from the high school building. This has eliminated much of the basement construction and has been a big factor in the cleanliness of the building.

Other details of the building which have proved to be of aid to the total educational program are: a central clock system with a secondary clock in every room, a central two-way communication system, a large teachers' room, an enclosed and ventilated cloak closet in each room, and a scrub room and custodial storage on each floor.

In the location, planning, and equipping of the North Street School, the architect worked with the entire school personnel in attempting to solve the problem to the best advantage. This method may take extra time, but it is highly recommended in that it promotes good will and feeling of sharing by all those who use the building.

The cost of the site, construction, and

equipping have depleted practically all of the available funds. In the early planning stages, it was assumed that a much larger building could be constructed. Today, almost all would agree that a smaller building would result if construction had been delayed.

NO HUNTING—SPUR TO ACTION!

By an Official of the School Mentioned

School officials in one small city awoke one day to the fact that citizens were not all asleep! Found stuck into the weedy, overgrown school lawn was the sign planted by an irate citizen—NO HUNTING.

Being rudely awakened, said officials enlisted every custodian available, giving this schoolyard its first midsummer trimming since the first year of its history!

And not too soon, either. For it is becoming increasingly evident that people are judging not only men but institutions by the way they appear.

Doubtless many will consider this crude sign an unworthy substitute for a visit to a school

board meeting. And so it was, in a sense. But on the other hand, when one considers that the average citizen is wary of attending board meetings, it is apparent that lacking citizen complaints any board of education owes it to the community to keep things looking right.

Neither progress nor economy is served when school systems permit their school grounds to look like what is left after a tornado. Piles of ashes from the furnace room, tin cans from the home-economics department, and other debris are all too often found conveniently deposited on school grounds. If school officials permit this laxity, it is no wonder that the children fail to give attention to the rules of respect for property taught within the walls of the same school.

Here and there throughout the nation schools are finally conserving the natural beauty that should be part of the school area. Student interest may easily be aroused, as it was some time ago in Salt Lake City, where the students of Jordan High School not only cleaned up their side of the Jordan river banks, creating a veritable park area, but even inspired all but one property owner on the other side to do likewise. So it is in many communities where school boards and school officials are willing to lead the way, or if following, to co-operate.

Look to your schools and their grounds. Are your schools located on strategic main highways, from which thousands of people see your building and judge your town accordingly? Are some of the schools in run-down areas which need the fine influence of the school to inspire the neighbors to better things? Are they in finer neighborhoods where live potential young vandals, the same as in any other area, who need only the encouragement offered by sloppy school grounds to break windows and damage property?

In short, are your schools living up to the teachings in the classrooms—the fine learnings about citizenship, responsibility, and worth-while leisure-time activity? Can your board of education rightfully criticize children for vandalism if old boards, stones, pieces of tile, tin cans, and other weapons are left on the grounds for them to throw at windows and upon roofs?

The writer apologizes to the community which is here held up to scorn, without identification, of course. He realizes that in every part of the country men and women are too busy to cut grass, trim hedges, and keep schoolyards looking neat. He will be accused of unfairness, or emphasizing the negative instead of the positive. For all this he is sorry.

But if it takes a jolt like a NO HUNTING sign to shake a complacent community into brightening up its schools, no harm has been done.



The "no hunting" sign which led to the better care of the school grounds.



The Manchester Consolidated School #219, Boone County, Illinois. Bus loading platform in the foreground. Marshall T. Munz, Architect and Engineer, Rockford, Illinois.

FITTING AN ECONOMY BUILDING BUDGET

An elementary school building designed for economy in construction and operation and for instructional service to meet a growing local program is the Manchester Consolidated School, District 219 in Boone County, Ill. The school which serves a purely farming community is centrally located at the intersection of two roads giving ready access from every part of the district.

The ground floor which has full length windows along one side has a large all-purpose

room which is used as a lunchroom, indoor play and physical education room, and community meeting room. A kitchen, storage, and boiler room are also on this level. The main floor has six standard classrooms of which one is used as a work and activities room. There is also a combination teachers' room and library. Boys and girls toilets are located near the playground entrance.

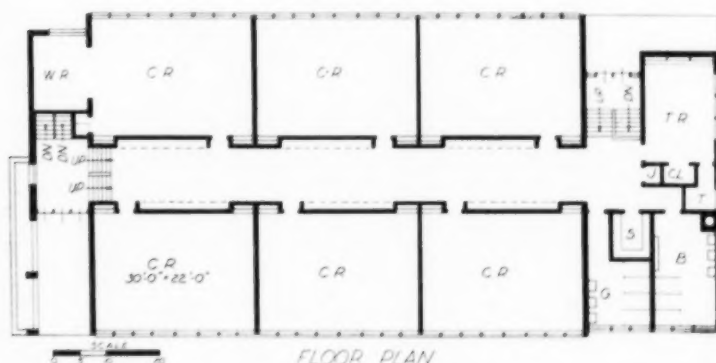
The construction provides maximum permanence, safety, and low cost. Walls are load bearing hollow concrete block; the exterior facing is brick and Tennessee stone; interior plaster is applied directly to the block; ceilings are nonflammable, washable acoustic tiles screwed directly to rigid board insulation. The inside framing, floors and ceilings are wood. The basement floors are concrete and the first floor surfaces are asphalt tile.

The classrooms have outer walls fitted with directional glass block and clear vision strips. The unit ventilators are mounted in metal cabinets which run the length of the room and provide storage space and nondraft metal window sills.

To effect economies the architect has used standard, easily constructed frame, uniform size doors and sash, a minimum of hardwood trim. Needless embellishments have been eliminated. Maximum care has been taken to simplify plans of mechanical and electrical equipment without going below the good accepted standards of artificial light, ventilation, and sanitation.

The building cost 56 cents per cubic foot under 1949 construction contracts.

The architect and engineer was Marshall T. Munz, Rockford, Ill.



Floor Plans, Manchester Consolidated School #219, Boone County, Illinois.

The Organization of an Internship for School Administration

Arthur G. Butzbach *

An internship in a school system has been suggested frequently for supplementing the technical training previously received in professional colleges of school administration. A few such plans have been put into operation, but none on an extensive scale.

A number of factors have prevented the successful organization and operation of internship plans. The continued success of medical internships, however, and the growing recognition of plans in other professions, indicates that failure in schools may now be overcome.

Internship in medicine did not operate smoothly from the beginning. It was subjected to continuous efforts to improve the original plan. School administration is ready for an internship plan, as carefully worked out as present research permits, to be used as a foundation for further study and experimentation particularly for Ed.D. candidates in administration. Such a plan seems to promise success in attaining the objectives considered inherent in the internship method. What, briefly, are such objectives?

1. The internship device offers opportunities for training students in the understanding of people and in the techniques of leadership.
2. It reduces the time required to reach administrative posts.
3. It helps to bridge the gap between theory and practice.
4. It aids in the development of skill in administrative techniques.
5. Finally, the internship will give students a firsthand knowledge of the co-ordinated functioning of a school system, and a comprehensive view of the total situation.

Contributions of the Internship

What opportunities may internships provide? Administration may be considered as social engineering, with particular emphasis on the development of skill in dealing with people. Training on the job makes it possible for old hands to coach the inexperienced in the recognition of those intangible factors which frequently do more to determine success than familiarity with the purely factual content of administration.

Secondly, the intern may be given the opportunity to assume some responsibility on the job. Study from books is likely to dull initiative rather than whet it. Internships may provide the habit of energetically solving school problems through the assumption of responsibility.

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Finally, the intern may be given the opportunity to observe and participate in a variety of routine situations, so that he may get the "feel" of an actual school situation. Some techniques, too, may be learned best on the job. Again, co-ordination of course training with actual practice can best be accomplished through the internship.

How an Investigation Was Conducted

Internships have been used in many other professions. Obviously those professions have discovered techniques which could be adapted to the present purpose. A study was first made of internship plans wherever used. Significant practices discovered in the study have been incorporated in the plan set up here.

Secondly, it was necessary to make a systematic study of the administrative duties commonly performed by an administrator in order to determine where interns could best be placed. The Ayer¹ check list, with some modifications provided the answer to this problem.

In the third place, the list of administrative duties was used as the basis for a survey of a city school system (Alameda, Calif.) to locate specifically the training opportunities for interns.

Out of these investigations was synthesized a plan for the training of interns on the job.

Type of Internship Proposed

An internship plan which permits the student to specialize in one or another field of administration, and to spend a less amount of time in a minor field, seems to offer the most promise. This is modeled after the "mixed service" internship of medicine.

The internship may continue for a quarter, a semester, or a year, and be unpaid. If for a quarter or a semester, full time would have to be spent in a school system. The internship for a whole year seems to have definite advantages, with the student putting in part of his time in the schools and the remainder preparing a field report.

Some phases of school administration are seasonal. An internship through the full year would make it possible to experience all of these phases. Service less than a year is not likely to give the intern the secure feeling

¹Fred C. Ayer, "The Duties of Public School Administrators," *AMERICAN SCHOOL BOARD JOURNAL*, LXXVIII (Feb., 1929), pp. 39-41, 137-138; (Mar., 1929), pp. 39-41, 137; (Apr. 1929), pp. 39-41; (May, 1929), pp. 51-53; (June, 1929), pp. 58-60; LXXIX (Aug., 1929), pp. 52-53, 119-120; (Oct., 1929), pp. 33-34, 136; (Dec., 1929), pp. 39-40, 128; LXXX (Feb., 1930), pp. 42-44, 141-142; (Mar., 1930), pp. 43-44, 132, 135; (May, 1930), pp. 43-44.

needed for the job. The first year of course work for the doctorate would concentrate on administration, and could be secured in summer school work. The internship could constitute the year of continuous study or could be an added year.

The internship in school administration, unlike the internship in medicine, cannot make an adequate contribution to the institution in which the student serves, unless some method is devised to utilize such service. Unless service is useful to school systems they can hardly be expected to assist universities in operating internships.

The school service bureau, a university agency providing research and service for school systems, provides a method by which universities may contribute to school systems in return for the instruction organized for interns by school executives. The internship needs to be tied in with the school service bureau.

University School System Co-ordination

Internships require close co-ordination between the university faculty and the administration of the school system. Each group has an important contribution to make, and those contributions must be smoothly blended. A team composed of university supervisors who have had school administrative experience, and public school executives who hold the Doctor's Degree in Education seems most likely to develop a winning internship. Co-ordination of the team is a minimum essential.

Co-ordination of Course Work and Internship Experience

For the good of the student, too, there must be co-ordination between the content of the courses and the on-the-job experience. This must come through the organization of a flexible plan for each student, and through frequent consultation of all involved in training the student administrator.

A flexible internship plan will permit of adaptation to the needs and interests of individual students. A careful record of each intern's previous course history will enable supervisors to select supplementary school-system experiences which will best serve the needs of the new administrator. The intern would be able to fulfill his own interests by the choice of one or another field as a major, as well as of activities which seem suited to him.

Consultation of faculty members (whether involved in the internship or not), with school

A WORKING BOARD OF EDUCATION



The new Board of Education, School District No. 51, Grand Junction, Colorado, has a broad program for educational improvement and school plant replacement. At the first official meeting, held in May, present were (seated, left to right): I. K. Boltz, superintendent; Joe Chamberlain; Oliver Reed; Dr. Warren Shelledy; George Bunte, president; James S. Gormley. Standing: Harold Zimmerman, secretary to the board; Ray Hume, administrative assistant to Mr. Boltz.

system administrators, could best co-ordinate course work with school experiences.

Intern Orientation

As interns enter the program at the beginning of the school year they will need orientation. Conferences with members of the university faculty in charge of the internships will supply students with the background needed as they enter this phase of their training. Several meetings with the administrative officers of the school system will further round out the picture. A meeting which includes both university faculty members and school administrative officers would provide an excellent introduction to the whole program.

In addition to being introduced to the various administrative officers, the student needs to have a general idea of their duties and operative schedules. He may need information as to location of the schools and of various local policies. As the program continues, much of this information could be conveyed by a handbook.

Supervision and Seminars

Supervision of interns needs to be thorough and systematic. A qualified university faculty member would need to be assigned to the direction of the program and supervision of the interns.

Supervision would also need to be provided by someone assigned by the school system. An assistant superintendent of schools could be given this duty as a part of his load. In smaller systems, interns could be assigned directly under the superintendent.

Weekly seminars, on Saturdays or other days, are needed to provide co-ordination between courses and school system experience. These seminars are the best means for maintaining systematic organization for the internship. Attendance by school system administrative officers would improve the program.

Internship Training on the Job

Many valuable experiences are available to the intern as he works in the school system. A good many of these may be organized into a curriculum.

It should be emphasized that attention needs to be centered on general principles rather than on administrative details which may shift from one school system to another. Again, administration must be considered as the successful direction of a school system through skillful tactics in dealing with people. Clerical details must be

avoided. Courses readily provide technical background facts. The internship must have its major emphasis on people functioning as a team.

Coaching in Intangibles

Coaching is required in the recognition of problems which depend for success upon skillful dealing with people. Administrative officers in charge of interns, must constantly indicate the presence of such factors in particular situations. The intern, for example, should have an opportunity to observe techniques used in the maintenance of teacher morale, parent attitudes toward school discipline, student morale, etc.

Attendance at Conferences

Conferences are constantly held in a school system concerning phases of school operation. Some of these are held at regular intervals, some are called as special meetings, and others are informal and occur almost by chance. Such conferences provide excellent training for interns. The student's program should include attendance at such conferences. Faculty meetings, policy meetings of the administrative staff, principals' meetings, department conferences, conferences between administrative officers, and board meetings are some of the most common of these.

Observations vs. Actual Participation

The intern should be assigned to a variety of places and situations where he may observe people in action, and techniques in operation. One of the most valuable outcomes of this method of training is this opportunity to see and study a school system in operation. The intern may observe over-all office routine and organization, the accounting staff in action, school publicity as it unfolds, principal-parent relationships, etc.

The intern may be permitted actual participation in many activities, such as curriculum planning discussions, P.T.A. and other organization meetings, faculty meetings, etc. Here observations become more worthwhile when some actual participation is arranged.

Assumption of Responsibility

Participation in many aspects of the school system may not necessarily provide definite responsibility for phases of the work. Responsibilities, therefore, must be assigned the intern as part of the plan. Passive observation alone will not develop required initiative and resourcefulness.

"Clerical Clerking" and the Use of Problems

In medical education students are frequently asked to diagnose the ailment of a hospital patient, whom they visit. Their written reports are then discussed by the instructor who points out the human elements involved as well as the scientific principles which the case illustrates.

This device may serve a useful purpose in an educational internship plan, particularly for dealing with intangible problems. A discipline case or the visit of an angry parent to a school may provide a case study. The intern may be given complete freedom to investigate and write up a report to be discussed with the school system supervisor.

Field study problems may also become part of the internship arrangement. If the internship continues over a period of a full year, the dissertation may be worked out on a problem within the particular school system in which the intern has worked. Care must be used to keep this device from becoming an empty, academic convention.

The Use of the Psychodrama

The psychodrama is another technique that holds some promise for internship training, particularly for the coaching of students in intangible human problems. Crucial problems which arise only infrequently or may be inaccessible to the intern, may be dramatized for the student, who would then be expected to produce a solution for criticism. Much of this dramatization may take place with little previous preparation.

Community Backgrounds and Evaluation

It is important that the intern secure thorough familiarity with the background of the community in which he works. He should be assigned to several community organizations. One of his principal duties will be to make a study of his adopted city.

During the training period some provision must be made for the systematic appraisal of the intern's progress. Regular written reports, presented at six-week intervals by school system administrators, would be adequate for this purpose. Weekly notations by the evaluating administrator would give more definiteness to the appraisal. Evaluation by students would be further supplemented by the regular reports of university supervisors.

(Concluded on page 56)

A BOARD OF EDUCATION—NECESSARY AND DESIRABLE IN AMERICAN PATTERN

G. Harold Silvius*

It would be difficult to maintain an educational program in a democratic society if the citizens in a community did not assume the responsibility of providing for their schools. They do this by electing representatives to serve on boards of education.

The board of education has thus been established as the agency responsible for the operation of a school system meeting the needs of a community. The board has delegated the work of teaching children and adults, the educational function, to its professional personnel.

The professional personnel has a splendid opportunity to encourage the development of an adequate educational program in a community through a functioning board of education. The gap that exists between what educators think is desirable and what the board is willing to provide, is a stabilizing influence in educational progress.

There is a need, however, for clarification of the functions of the board of education. Society and the teaching personnel do not always recognize that the board should plan for, put into operation, and evaluate an educational program; and employ a professional, competent staff to direct an instructional program.

This system and organization of education has been recognized as a pattern that is efficient when education is thought of as a co-operative venture between the board of education and the professional personnel; efficiency is derived when these two groups function as a whole.

*Professor, Department of Industrial Education, College of Education, Wayne University, Detroit, Mich.

ELEMENTARY SCHOOLS ESTABLISH THEIR OWN AUDIO-VISUAL LIBRARY

Donald J. Murphy*

At least four suburban grade schools of the first supervisory district of Erie County, N. Y., have successfully solved the problem of enriching the curriculum by the use of motion picture films and other visual aids to instruction. This has been accomplished without having to absorb completely the very high cost of ownership of the films in use.

The administrators of the Amherst, N. Y., schools (Nos. 18, 13, 14), and the school of Grand Island, N. Y., met in the spring of 1950, and attempted to develop a method whereby each school could provide visual materials when needed, yet cut down the cost and delay of obtaining these items from rental agencies.

After several meetings it was decided to initiate a film library, with one of the schools as depository. School No. 18 was designated as such, and the machinery for the venture was set in motion.

*Principal of Amherst School, No. 18, Snyder, N. Y.

A BASIC RIGHT

Government has the inherent right of self-protection against the forces that would accomplish its overthrow by violence.

The maintenance of the purity of the educational process against corruption by subversive influence is of the highest concern for society. — *New Jersey State Supreme Court.*

Encyclopaedia Britannica, Inc., was chosen as the initial source of supplies. The first purchase amounted to 47 items. Before deciding on the purchase, teachers from the schools involved, previewed and evaluated a long list of films to insure a wise expenditure and a maximum efficiency in the curriculum.

Upon arrival, the films were processed at the depository. Each school was assigned a definite day of use. It was agreed that each user be held responsible for the pick-up and return of films. The schedule allowed time after each showing for needed inspection and repair.

To dispense with any complex financial arrangements between the schools and the suppliers, the depository school paid the charges, and the other three schools were asked to reimburse the depository on a proportionate basis. This cost was to be met during the first four years.

The program is now at the end of the first year of operation. Success has been established in that:

1. The ownership of significant teaching films has been made possible for the enrichment of the curriculum.

2. This ownership has been negotiated at nearly rental costs.

3. Delays and other inconveniences have been eliminated.

4. Because the film library serves four schools, many industrial firms have been most willing to provide prints of their films on a permanent loan basis.

We are looking ahead to additional purchases each year. In a very few years we shall have a substantial library, ready to serve the needs of the classroom teachers, as they perform their task of continually improving the learning situation.

A POLICY FOR HANDLING CONTROVERSIAL ISSUES

The board of education of Elizabeth, N. J., in June, 1950, adopted a policy for the handling of controversial questions in the public schools.

The need for a policy on controversial issues was recognized by a group known as the Curriculum Advisory Council of the Elizabeth public schools. This Council of 25 members, includes two board members, three representative lay citizens, and 20 members of the professional staff. Since the adoption of the policy, a comprehensive effort has been made to develop public understanding of the policy through the Parent-Teacher associations and other community organizations. As a result, the teachers and other citizens are quite aware of the determination of the community to preserve and extend fundamental American rights and responsibilities.

The following statements are offered as the basis for such a policy:

SPECIFIC CONSIDERATIONS

A. Definition

A controversial issue, as herein understood, is one in which there exists conflicting opinions among the citizens of the community, of the nation, or among the nations of the world.

B. Criteria for Determining Appropriateness of Controversial Issues for the School Curriculum

1. The issue must not involve the indoctrination of religious beliefs, a practice prohibited by state law.

2. The treatment of the issue in question should be within the range of the knowledge, maturity, and competence of the students.

3. There should be study materials and other learning aids available from which a reasonable amount of data pertaining to all aspects of the issue may be obtained.

4. The inclusion of the issue should require only as much time as is needed for a satisfactory study by the class, but sufficient time should be provided to cover the issue adequately.

5. The issue should be current, significant, real, and important to student and teacher. Significant issues are those which, in general, concern considerable numbers of people; are related to basic principles; or, at the moment, are under consideration by the public, press, and radio.

6. The proper avenues by which arguments on controversial questions reach students in school are through qualified teachers, the students themselves, and the other curriculum channels approved by the board of education.

C. Responsibility of the Teacher

1. A teacher in a free society has the obligation to uphold, protect, and defend the fundamental freedoms as documented in the history of our American democracy.

2. The teacher is responsible for creating in the classroom an atmosphere of freedom for students to raise questions dealing with critical issues of the time and for maintaining an atmosphere conducive to the free, spirited, and friendly interplay of ideas.

3. If the teacher does not feel qualified for an exploration of a controversial issue, he should guide the pupils to the proper sources and qualified persons who can help them in arriving at their own opinions, based upon facts.

4. It shall be the duty of teachers to see that all facts, evidence, and aspects of an issue are presented honestly.

5. The teacher should acquaint pupils with books, newspapers, and other materials which present data on all aspects of a controversial issue under discussion.

6. Statements presented and opinions expressed during discussion on controversial issues are to be carefully scrutinized by the teacher to make sure they are based on substantiated facts or credible evidence. The teacher should exercise special care to avoid misunderstanding.

7. The importance of the authenticity of facts and the purpose for which they were gathered must be stressed. Propaganda, in any form, should be clearly identified as such by teachers and students and its intent should be clearly understood.

8. Although it is the teacher's responsibility to bring out the facts concerning a controversial question, he has the right to express his opinion, providing his students understand that it is his own opinion and is not to be accepted by them as the authoritative answer.

D. Responsibility of Administration

1. The following assumptions are basic to the administration of a policy which provides for the inclusion of controversial issues in the schools' curriculum:

a) That the teacher is competent to handle controversial issues in the classroom within the fields of his preparation and training only.

b) That the principal, as the administrator of his building, bears a major responsibility for the administration and supervision of the curriculum, selection of materials, and methods of instruction, and, therefore, is alert to and continuously aware in general of what is being taught in his school.

c) That citizens have the right to suppose that controversial issues are being presented fairly, and to protest to the board of education if convinced that unfair, biased, or prejudiced presentations are being made.

2. A teacher who is in doubt concerning the advisability of discussing certain issues in the classroom should confer with his principal as to the appropriateness of the issue. If the principal and the teacher are unable to establish agreement, the issue shall be referred to the Division of Instruction. The Division shall refer the matter to the superintendent of schools if necessary.

3. No individual or group may claim the right to present arguments directly to students in schools. Such a "right" would make the schools battlegrounds for all
(Concluded on page 55)

The American **School Board Journal**

William C. Bruce, Editor

PIONEER VS. LEADER

DR. ARTHUR E. MORGAN in discussing community leaders in his "Community Service News" distinguishes between leadership and pioneering in social and political enterprises. He points out that the leader is rarely a pioneer, a man who leads people into new ways of action. The typical leader follows the will of the group; he is chosen by the members and he senses their will; he does or causes them to do what they can and are willing to do. The pioneer has ideas far in advance of the group; he plans and acts before others are ready to follow or to accept his proposals. He is often compelled to stand alone and to suffer criticism and defeat. He feels a greater responsibility to his ideas and values than to the will of the group.

The leader who is trained in college for his job as a chief executive usually has the limited perspective and conventions of the institutions he attended. These are likely to be as inflexible as those of his college and cause him to come in conflict with the pioneer who is almost certain to be unconventional and intolerant of outworn methods and precedents.

Dr. Morgan concludes quite significantly that "For the community or society to entrust itself wholly to institutional leadership, or to a professionally trained leading class, lessens the chance of pioneering and of progress."

The foregoing observations contain implications of importance to education and schools. The public school superintendent is rarely a pioneer. With very few exceptions he is a leader who senses the expressed or half realized needs and desires of the community where he works and induces the board of education to move forward slowly but with considerable certainty and finality. He is hedged about by the "correct" points of view of the professors of leading colleges where school administration is taught; he follows the conventional opinions promulgated by national and state professional associations. He is compelled to limit his actions by the school laws of the state, the rules and precedents of the board, and above all by the dollars-and-cents considerations of school budgets and taxes.

The educational pioneer rarely rises to a superintendency, except in a small, well-to-

do community. He is usually a principal or a subject-supervisor or a specialist in some relatively protected position where his genius is recognized by a city school administration or by the head of a college. He is happy if he is allowed to experiment and to achieve. He is not often ambitious for a top job as administrator.

American education has become more institutionalized than any other branch of governmental science, or philosophy. But there is still a need for, and an opportunity for the pioneer.

FUNCTIONAL PLANNING

ARCHITECTS who insist on functional design for school buildings to the elimination of all meaningless ornament, the avoidance of balance, and the reduction of scale to the age and outlook of the child, are not always so keen about the functional character of the plan. They frequently exhibit great cleverness in developing unique classrooms, in working out astonishingly different layouts, and in seeking new materials. An exceedingly "different" school building is always suspect. Is it genuinely wise in its educational usefulness, in its economy, in its continued acceptability over a long period?

The board of education engaged in both new construction and remodeling, may well ask its professional executives and its business staff to examine all proposals rigidly for long range educational usefulness of the building in hand. Will it help teachers and supervisors achieve the ends they seek? Will it promote the best use of instructional materials, especially the visual, and oral materials; will it make easier the teaching methods and the discipline of classes? Will good health, safety, and economy in ultimate economy be achieved?

It is wise for school boards to disregard convention, and the urge to keep up with the Joneses, and look out for the welfare of the children now and in the future.

TAXATION OF MUNICIPAL BONDS

THE repeated attempts of the U. S. Treasury Department to have Congress pass a law for the taxation of income from municipal bonds has caused considerable concern on the part of municipal finance officers who foresee greatly increased interest costs. School authorities have not been active in opposition to this proposed legislation, although school districts will be seriously affected, and the erection of school buildings thereby be hampered.

It has been a widely accepted principle in law that the states are sovereign in our scheme of government and that as a part

of this sovereignty they should be immune from federal taxation. In a Supreme Court decision in which this point was made by Justice Douglas, the following statements were made:

"As stated in *United States v. California*, 295 U.S. 175, 184, 185, the immunity of state instrumentalities from federal taxation 'is implied from the nature of our federal system and the relationship within it of state and national governments, and is equally a restriction on taxation by either of the instrumentalities of the other.'"

"A tax is a powerful, regulatory instrument. Local government exists to provide for the welfare of its people. . . . If the federal government can place the local governments on its tax collector's list, their capacity to serve the needs of their citizens is at once hampered or curtailed. Many state activities are in marginal enterprises where private capital refuses to venture. Add to the cost of these projects a federal tax and the social program may be destroyed before it can be launched. In any case, the repercussions of such a fundamental change on the credit of the states and on their programs to take care of the needy and to build for the future would be considerable. . . . the power to tax lightly is the power to tax severely. The power to tax is indeed one of the most effective forms of regulation. And no more powerful instrument for centralization of government could be devised."

BETTER SALARY STUDIES

THE New York State Teachers' Association does the boards of education and the teachers of the Empire State a genuine service in its annual study of teachers' salaries, summarized in a brief bulletin and presented in a purely factual style. The current bulletin tabulates a significant sampling of existing salary payments, and interprets these for their statistical and their practical life meaning. Thus it admits that, while the mean salary for 1950-51 is \$3,244 and will probably be \$3,350 at the end of the school year, the actual payment received will be \$100 higher under a special bonus provision. The trend of the median salary of all certificated personnel is good as reflected by an increase of 81.2 per cent since 1939. Classroom teachers have risen 96 per cent in the elementary schools, while the high school teachers have received 81 per cent. The upstate rural areas have not fared as well as the New York City or the upstate metropolitan areas.

The useful aspect of the New York reports is their brevity and simplicity, and the opportunity which they give for the school boards to draw their own conclusions and make their own comparisons. Much of the professional financial reporting in recent years relating to salaries has suffered because it has been clearly special pleading. There has been an attitude of aggrieved defeat. Editors, legislators, and lay school officials have not been able to take up such a report without feeling that they are receiving a reproof from teacher.

The style of the New York studies should be taken up more generally by state teachers' associations. Ideally, the reports should come out of the respective state education departments — complete, objective, and sufficiently early in the year so that prompt use is possible.

GRIPERS VS. CRITICS

IN A New York address, Roy E. Larson, chairman of the National Citizens Commission for Public Schools, declared that "The responsibility for public education in the United States belongs to all of the Nation's citizens." He recalled that there has been a strong tendency for citizens to delegate this responsibility to paid, technically trained staffs and to retain only the right to vote, to pay taxes, and to "gripe."

The last mentioned right has given teachers and school administrators no end of worry and trouble. This has been particularly true when the "gripes" have come from organized groups and have been directed toward a reduction in taxes, changes in the major educational program, and even the elimination of a school executive. A number of particularly annoying incidents during the past year have seriously harmed the careers of schoolmen, in one case a national figure, and have given certain teacher groups much worry.

It is erroneous, we think, and unwise to see in every local criticism of the schools a basic enmity on the part of the critics toward public education and toward teachers as a group. It is inevitable that we shall have groups of conservatives and even reactionaries and that these shall use their constitutional rights to express themselves. The entire problem is one of democracy which can be met only by more democracy and by continued recognition of the fact that schools belong to the people and that the people have the right to determine what is to be taught and who in the long run is to teach it.

The cure for criticism of schools is not indignant condemnation of the critics as sinister forces in the community. The extent and character of even an organized criticism of the schools deserves to be studied, and its origins and extent estimated, before either individuals or the group are stigmatized as enemies of the fundamental needs and ideas of education. When the group is malicious in their attack — and there have been half a dozen cases — they must be met and exposed as crackpots, malcontents, tax objectors, or self-seeking personal racketeers. In

THE TEACHER SHORTAGE

The shortage of prepared, professional men and women available for filling teachers positions has again become extremely acute in the opinion of the National Conference on Teacher Education and Professional Standards which met at Palo Alto, Calif., during the last week of June.

To safeguard American education against the perennial dangers of teacher shortages, Lionel De Silva, a spokesman for the California State Teachers Association, proposed at the Conference the following 12-point program intended to attract young people and to hold good teachers in the profession:

1. A beginning salary comparable to the salary paid to college graduates in business, industry, and government.
2. A maximum salary sufficient to maintain a family at a reasonable level of comfort and culture.
3. Salary schedules based on the objective factors of preparation and experience and which are impersonally administered.
4. Assurance of protection from loss of income because of illness and accident.
5. A retirement system which is based on sound principles and which promises to maintain the teacher in his twilight years on a level of dignity and decency.
6. Security in position, with dismissal for specified cause only and in accordance with stringent legal prescriptions.
7. Freedom to live a personal life subject to no more restraints than are applied to other good citizens.
8. Generous allowance of time for study, travel, and relaxation.
9. A sense of professional worth and a pride in the dignity and importance of teaching.
10. A democratic, co-operative school administration which encourages and fosters participation of classroom teachers in policy making.
11. Personnel procedures that are impersonal, considerate, and just.
12. An instrument, democratically controlled, through which the collective voice of members of the profession may be determined and heard.

ninety out of a hundred cases, the application of democratic means of making the individuals and the group understand what is being done is the answer to the opposition, so that the critics may give assent and even help for genuine educational progress and basic improvement of the schools.

PICKING AN EXECUTIVE

THE board of education of New Orleans, La., is using a new method of employing a personnel director.

For a considerable period of time, the board has been hampered in its work by the interference of politicians, ranging from the mayor down, who have sought to use their influence in the appointment of teachers and supervisory personnel. Within the past six months, the board has been compelled, in self-defense, to issue a public statement indicating that it would consider for a position no applicant whose cause was initiated by a local political figure.

The board has now appointed a committee of five men headed by Superintendent Herold C. Hunt of Chicago, and including J. R. Watson, executive director of the National Civil Service League;

Charles W. Terry, Alabama State School Personnel Director; W. H. Senyard, personnel director of the Louisiana Power and Light Company; C. P. Besse, a member of the board of education. Assisting are O. P. Walker, superintendent of schools-elect, and Louis Newman, director of the New Orleans Bureau of Governmental Research.

The committee has begun the preparation of criteria upon which the qualifications are to be based. A series of oral and written examinations is also in preparation on the result of which a choice will be made.

It is expected that the man chosen will be competent, to be given authority under the board of education to nominate personnel and to direct the assignment of presently employed teachers, principals, and noncertificated personnel.

The example of the New Orleans board will deserve watching. A completely professional situation should evolve.

The quality of living within a community is determined largely by the level of education which the community is willing to support. — *Gilbert S. Willey, Superintendent of Schools, Winnetka, Ill.*



SOUTH CAROLINA COURT UPHOLDS SEGREGATION

A three-judge U. S. Court at Charleston, S. C., has upheld the segregation of white and Negro students in the South Carolina schools. The decision, in effect, upholds the traditional segregated school system of the entire South. The decision was accompanied by an injunction ordering the state to equalize its school facilities for Negro students. The decision followed a suit, brought by parents of Negro school children in Dist. No. 22 of rural Clarendon County, asking for admission of the children to white schools of the district.

BROOKLYN COURT UPHOLDS WORK BYLAW

The Brooklyn (N. Y.) Supreme Court, in a recent decision, has denied a petition of the New York Teachers Guild (AFL) to declare invalid the school board's bylaw requiring a reasonable amount of after-hours service from teachers. The previous Allen decision and the board's bylaw resulted from the stoppage of extracurricular activities put into effect by the high school teachers in April, 1950, as a protest against inadequate salary increases. In rendering his decision, Justice Kleinfeld said: "The court sympathizes with the plight of the teachers generally and with their disappointment in not getting the increase promised them. However, the motion is not the means by which such an increase can be forced."

SCHOOL LAW

Constitutionality of Colorado's school reorganization law has been upheld by District Judge Osmer E. Smith, who denied every count made in a suit filed at Brighton, Colo., by Adams county citizens. Plaintiffs were granted 60 days to file an appeal.

The suit asked that the law—House Bill 900—be ruled unconstitutional, asserting it allowed the taking of property without due process of law, that it granted improper legislative authority, and that it impaired the obligation of contract.

The law, hailed by the 1949 legislature as the solution to Colorado's school financial problems, allows larger school districts to absorb small districts and met fierce opposition from smaller districts. The protests caused this year's legislature to eliminate mandatory consolidation provisions and left consolidation up to districts on a voluntary basis. Effect of Judge Smith's decision, however, makes it possible for most provisions of the bill to be carried out.

There were approximately 1800 school districts in Colorado when the consolidation law became effective. As of June 12, 1951 there were 1239 districts, according to Mrs. Nettie S. Freed, state commissioner of education.

Powers of School Boards

In North Carolina, the selection of sites for schoolhouses in local school districts in a county, except in city administrative units, is vested in

A SCHOOL BUILDER BOARD OF EDUCATION



The Board of Education, Flint, Michigan, is engaged in a school building program. Left to right: S. S. Stewart, Jr., retiring president; Everett A. Cummings, treasurer; Joseph A. Anderson, secretary; Dr. Harold W. Woughter, vice-president. Seated: George V. Gundry, president elect.

the sound discretion of the county board of education, and its action cannot be restrained by the courts, unless there has been a violation of some provision of law or a manifest abuse of discretion. G.S. § 115-85.—*Kistler v. Board of Education of Randolph County*, 64 S.E.2d 403, 233 N.C. 400.

School districts in South Carolina have no inherent right of local self-government which is beyond legislative control, and the legislature may, within constitutional limits, establish a new high school district without the consent either of the people affected or of the trustees of the constituent districts.—*Nesbitt v. Gettys*, 64 S.E.2d 651.

A North Carolina county board of education has no authority to transact business except at a regular or special meeting, and statements or promises made by the individual members thereof have no binding effect on the board unless it expressly authorized them.—*Kistler v. Board of Ed. of Randolph County*, 64 S.E.2d 403, 233 N.C. 400.

While it may not be wise or expedient for boards, such as boards of education, to hold executive sessions and exclude the public therefrom, no North Carolina statute or decision prohibits the holding of executive sessions.—*Kistler v. Board of Ed. of Randolph County*, 64 S.E.2d 403, 233 N.C. 400.

The North Carolina law does not require a county board of education to hold a mass meeting in connection with the selection of a school site, and the courts have no authority to direct it to do so.—*Kistler v. Board of Ed. of Randolph County*, 64 S.E.2d 403, 233 N.C. 400.

Teachers' Contracts

An employee of a school board in California has no vested right to any particular salary, but such salary may be changed by administrative authority. Education Code, §§ 13802-13804.—*Johnston v. Rapp*, 229 P.2d 414.

Although there was a clause in the teacher's contract stating that the failure of the school board to serve notice of dismissal prior to the end of the school year extended the contract for another year at the same salary, New Mexico statute which stated that the effect of such a failure by the school board was the same as if notice of dismissal had been properly served, became a part of and was incorporated into contract. Laws 1945, c. 125.—*Jones v. Board of School Directors of Independent School Dist. No. 22, San Juan County*, 230 P.2d 231.

Where a California district superintendent and principal's contract contained a provision that the board reserved the right to increase the salary during its four-year period, such reservation indicated that the named salary was subject to increase within the discretion of the board and was not for a fixed amount for the entire four-year period, and the effect of the increase voted by the board at the end of the first year of contract was to fix the salary for the ensuing year, and therefore did not constitute "extra compensation" for services performed and was not prohibited by the constitutional provision against extra compensation or allowance. Const. art. 4, §§ 31, 32.—*Johnston v. Rapp*, 229 P.2d 414.



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School Business Administration

WHAT—NO TOOLS?

Floyd G. Hoek*

The care of a school plant requires competent custodians and good tools. Even today there are custodians who are required to "get along" with "too little" in the way of equipment. This situation is not altogether the fault of boards of education. There is a general willingness on the part of boards to include in the budget the purchase of any worth-while tools and machines that will make for better plant upkeep if the members are convinced that the items requisitioned are needed. Board members are generally aware of increased material and operating costs and look to a dollar-for-dollar value in return.

Careful Selection Is Important

On the assumption, then, that a capable custodial staff is employed and that there is a definite need of certain equipment, upon what shall the custodian base his request for it? First, he should be completely sold on the desired tools for better work. He must be sure that they have been chosen not by hearsay but by personal application and demonstration. Some custodians would do well to put aside set prejudices and practices and become open-minded in looking for new and improved work methods. They should visit plant maintenance exhibits, read pertinent literature, and consult other schools. One must not be too eager to accept just any piece of equipment but must be careful to accept a good one suited to his use. High-pressure salesmen will overestimate their products, with the easy-mannered custodian the victim of their force and polish. The custodian should not jump to hasty conclusions. He must be alert as to the possibility of another tool or machine that will do the job better. Time should be taken first to learn more about the particular article under consideration—not only from the selling agent but also from persons who have used it. Some tools serve a better purpose in one schoolhouse than another. The adaptability of a tool to a certain situation is of great importance and must be a prime reason for requesting it. If a scrubbing machine is to be purchased, it should be the model and type best suited to the needs of a particular school plant. It is not good practice to just select a machine or tool but the one that will do the best job.

After a new tool or machine has been bought, the custodian should proceed to develop the ability to handle it properly. One only learns the potentialities of equipment by using it, and not by looking at it. Correct and continued use is bound to result in greater proficiency in handling or in operating it. Whether the new item is a rake or a power grass cutter, one should get the "feel" of it. Every tool has its individual characteristics, even if it is of the same pattern and make as another. Patience is important. A tool or machine should not be condemned after a first trial. The user should get to know a new tool as a part of his work and look to it for help in doing a good job. Incidentally, it would be good judgment on the part of the custodian to

get the general "feel" of a product before he recommends it for purchase.

Proper Care of Tools

The care of equipment is of great importance. Equipment can have a long, useful life if given the proper care. All tools, particularly machines, should be cleaned and checked after every task and should be made ready for the next job. The few minutes spent in doing this will be more than repaid. Such a checkup might show the need of minor repairs which, if promptly taken care of, will save much in money and time. If a major repair is required, valuable time will be gained by ordering replacement of parts or sending the machine to the factory or repair shop at once.

If there is good routine in the care of equipment, it will not require attention when there is a job to be done. When tools are put away in order, they are readily put to work again. This is the responsibility of the user and must be rigidly adhered to if worth-while jobs are to be done with dispatch. It is a wise precaution to check the tools and machines just before using them, particularly when these have stood idle for a period of time. Sanding machines and lawn mowers are typical examples of machines that are subject to intermittent use. The little time required is worth its weight in gold.

The care a custodian gives his equipment is a reflection of his habits and the type of plant maintenance in which he believes. Equipment should be a part of the custodian and not apart from him.

Seeing Is Believing

If he observes these fundamentals, a custodian will be on sure footing when he approaches the board of education for the purchase of new tools. School boards are not interested in lengthy explanations as to why equipment is needed. However, they do believe in what they see, and if what they see is good, they are willing to give a helping hand to their workers.



How About Our Own Resources, the Children? — Washington Post

Tools and machines are a must in maintenance, but they should only be provided if they are really needed. The custodian should do his job to the best of his ability with what he has, and then show how much better the job could be done if better equipment were provided.

SCHOOL FINANCE AND TAXATION

► The Pittsburgh, Pa., board of education is engaged in a fight to secure \$2,000,000 additional school funds to meet the rising costs of salaries, building modernization, and continuation of present services. The schools receive only \$800 state aid per teaching unit and are hampered by local opposition to a needed increase of 1½ mills in the local real estate tax rate.

► Tulsa, Okla. The board of education has informed the Tulsa County Master Plan Committee that in addition to \$4,800,000 in bonds voted in the fall of 1950, the schools need \$15,577,500 to bring their physical facilities up to an acceptable standard. The sum of \$6,611,400 is needed immediately and will require an annual five-mill building levy. The number of projects originally planned for construction from the original bond issue has been cut and the schools face an unprecedented crisis due to inflation.

► Governor Forrest Smith of Missouri has approved state funds for education totaling \$116,850,926 for the 1951-53 biennial period. An estimated state aid of \$75,944,068 to local schools is included.

► The school board of Arcadia, Calif., has voted a general fund budget of \$1,302,445 for 1951-52. The current program for new building construction and equipment amounts to \$1,951,125 for a high school building.

► The Iberville parish (county) school board, New Iberville, La., has sold \$1,725,000 in non-callable serial bonds at a 2.85 per cent interest cost.

► The 42 elementary school districts of Maricopa County, Ariz., have requested budgets totaling \$14,051,219 for the fiscal year 1951-52, a boost of 42 per cent over 1950-51. The 15 high school districts have requested budgets amounting to \$6,295,808, an increase of 11 per cent over 1950-51. The increases, according to County Supt. John H. Barry are due to higher salaries, broader services, and an increase in attendance of 5 per cent.

► Fifty-eight per cent of a 3 million dollar budget adopted June 27 by the Johnstown, Pa., school board will go for instruction costs. The school board in the city of 70,000 set up a budget covering expenditures of \$2,922,616, an increase of \$57,593 over last year.

Broken down, 16 per cent will go for debt service, 11 per cent for plant operation, 3½ per cent for capital outlay, 3½ per cent for plant maintenance, 3 per cent for fixed charges, 3 per cent for administration, and 1½ per cent for auxiliary agencies. The budget continues a \$250-a-year cost-of-living bonus granted late last year for teachers. The budget provides for the \$200 increment in teachers' pay mandated by the state.

In order to balance the budget, the board will have to borrow \$340,000.

*Secretary-Business Manager, Board of Education, Asbury Park, N. J.

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No. 21

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BRIDGEWATER SALARY GUIDE

The board of education of Bridgewater township, Raritan, N. J., has adopted a new salary guide for teachers for the year 1951-52, which calls for the payment of a \$250 increase for each teacher recommended for an increment. Of this amount, \$100 is an adjustment and \$150 an increment conforming with the provisions of the guide. For principals, the increase amounts to

\$300, of which \$100 is for adjustment and \$200 for increment.

Under the guide, teachers with less than four years' training will receive a minimum of \$2,500, with annual increments of \$150 up to the maximum of \$3,550 after seven years; those with four years' training (120 points) will be paid \$2,650, with increments of \$150 up to the maximum of \$4,300 after eleven years; those with five years' training (150 points), will be paid \$2,850, with increments of \$150 up to the maximum of \$4,800 after thirteen years.

Building principals having four years' training will receive the base salary plus \$900, with increments of \$200 up to the maximum of \$5,200; those with five years' training (150 points) will be paid the base salary plus \$900, with increments of \$200 up to the maximum of \$5,700.

A teacher without experience entering the school system for the year 1951-52 receives the starting salary consistent with her training. A teacher with experience will be paid the base salary in accordance with her training, plus \$100 for each year's experience.

NEW PARMA SALARIES

The Parma, Ohio, board of education has approved new salary increases for the year 1951-52, calling for increases of \$300 per year for members of the teaching staff, and increases of \$25 per month for members of the nonteaching staff. In addition, all hourly employees have been given proportionate increases, effective in the fall of 1951.

The board also approved new minimum and maximum salaries under the single-salary schedule. The schedule increases the beginning salary for teachers holding bachelor's degrees from \$2,700 to \$3,000, and for teachers with master's degrees from \$2,900 to \$3,200. New maximums were increased from \$4,300 to \$4,600 for teachers holding bachelor's degrees, and from \$4,800 to \$5,100 for those holding master's degrees. The new increases represent an effort to strengthen the efficiency and morale of both the teaching and nonteaching employees.

TEACHERS' SALARIES

► Detroit, Mich. The board of education has given 5166 teachers having 10 years or more seniority an increase of 4 per cent in salary. The increments will range from \$208 to \$216 per year and will raise the maximum from \$5,415 to \$5,631. Teachers of less than 10 years' experience in the schools will receive only the usual contract raise of \$250.

Clerks, janitors, and engineers have been voted a 5 per cent or \$156 per year raise, whichever is greater. Employees hired on an hourly basis will receive 7½ cents per hour additional pay.

► The Boston, Mass., school committee has increased the salaries of headmasters and principals in elementary and junior high schools by \$204; attendance officers by \$540; industrial-arts assistant directors by \$720; music teachers by \$888. The committee is considering increases in elementary and junior high school teachers salaries as a means of establishing a single pay scale.

► Bellevue, Ohio. The board of education has adopted a salary schedule for teachers for the year 1951-52. Teachers with two years' training start at \$2,000 and go to \$2,800 in eight years. Those with three years' training begin at \$2,400 and go to \$3,400 in ten years. Four-year graduates start at \$2,800 and go to \$4,400 in sixteen years. Teachers holding a master's degree start at \$3,100 and go to \$4,700 in sixteen years.

► Boulder, Colo. The school board has approved a revised salary schedule, calling for salaries ranging from \$2,600 to \$3,800 for those with bachelor's degrees, and \$2,800 to \$4,000 for teachers holding master's degrees. The maximum salaries will be reached at the end of ten years' experience in teaching.

► Houston, Tex. The more than 30,000 teachers in the employ of the schools will be paid semi-monthly under an order of the school board. The change will cost \$15,000 a year according to Business Manager Hubert L. Mills.

► Covington, Ky. The board of education has refused to include a rating plan as part of the newly adopted teachers' salary schedule. The lowest salary bracket will be \$2,700; the top will be \$5,000.



PERSONAL NEWS

PERSONAL NEWS OF SUPERINTENDENTS

► **LYLE POYZER**, of Crystal Lake, Iowa, has accepted the superintendency at Luverne.

► **HERVEY JENSEN**, of Culbertson, Neb., has been elected superintendent of schools, to succeed D. E. Nelson, who has gone to O'Neill.

► **EUGENE C. PEMBROOK** has been elected superintendent of schools at Reinbeck, Iowa, to succeed Walton J. Manning.

► **F. M. HARTUNG**, of Atkins, Iowa, has been elected superintendent at Kanawha.

► **R. W. BROCKMUELLER** has been elected superintendent of schools at Elma, Wash., to succeed Paul A. Davis, who has retired after 26 years' service. **ROBERT L. HARTLEY** succeeds Mr. Brockmueller as principal of the high school.

► **TOM WILEY** is the new State Superintendent of Public Instruction for New Mexico. He will have his headquarters at Santa Fe.

► **SUPT. RICHARD MARSHALL**, of Jefferson, Wis., has been re-elected for a three-year term.

► **SUPT. F. D. SWIGART**, of Bellevue, Ohio, has been re-elected for a new three-year term.

► **MISS AUGUSTA MENDEL** and **JOHN J. MCFARLAND** have been appointed assistant superintendents of schools at Bridgeport, Conn. The appointments are for three-year terms, at salaries of \$7,500 a year each, plus \$200 for car maintenance.

► **LAURENCE SASSER**, of Wellston, Okla., has accepted the superintendency at Hinton.

► **SAM NELSON** has been elected superintendent of schools at Nelagoney, Okla.

► **SUPT. R. C. NICHOLS**, of Miami, Okla., has been re-elected for his twenty-first year.

► **ELMER F. KLEIN**, of Blue Spring, Mo., has been elected superintendent at Maryville.

► **WILLIAM WALSH**, of Wellsburg, Iowa, has accepted the superintendency at Carpenter.

► **W. W. MOLSBERY**, of Fort Madison, Iowa, has been elected county superintendent at Keokuk.

► **JULES L. NATHANSON** has been elected director of research at Hartford, Conn. He was formerly chief guidance counselor in the high school.

► **CLARENCE ROBBINS**, of Indianapolis, Ind., has accepted the superintendency at Spencer, where he succeeds Albert Free.

► **WILLIAM T. MACNEIL** has been elected superintendent of the Munising township school system at Munising, Mich. He succeeds H. A. Wood, who retired June 31.

► **SUPT. THEODORE J. NORBY** has resigned as chief executive of the public schools at San Leandro, Calif., to accept the superintendency at Inglewood, Calif. Mr. Norby will shortly receive his Ed.D. degree at Stanford.

► **DR. ERNEST G. LAKE**, 43, recently superintendent of schools at Gloucester, Mass., has assumed the superintendency at Racine, Wis. His term has been fixed at three years with an annual salary of \$12,000. Dr. Lake has held principalships and superintendencies in Montana, Connecticut and Vermont, and has been member and officer of various New England professional organizations.



Ernest G. Lake

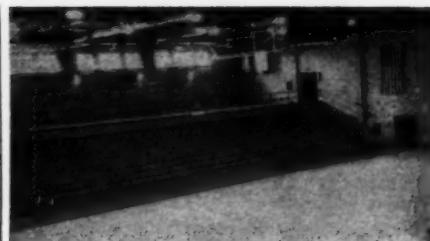
► A retiring supervising principal of Somerset Borough Schools, Somerset, Pa., has been awarded a church citation for long years of "Christian virtues." **DR. HOMER W. HAY** received the award while attending the National Education Association convention in San Francisco during the week of July 1.

The citation by St. Paul's Evangelical & Reformed Church in Somerset praised the veteran educator's academic and professional achievements. He was cited by his church "for his devoted and effective service as supervising principal of Somerset School District for the past 17 years."

► **SUPT. WAYNE P. WATSON** of Terre Haute, Ind., will continue in office for a year in spite of a deadlock over his re-election. The Attorney General of Indiana, J. E. McManamon has declared that the board should have notified Mr. Watson before May 1 if he was not to be rehired.



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► **JOHN H. MOEHLE**, of Phenicia, N. Y., has been appointed Co-ordinator of Civil Defense for the public schools of New York State.

► **EDWARD L. MURDOCH** of Okemas, Mich., has been elected superintendent of schools at Big Rapids, Mich.

► **G. H. GOOLSBY** has been re-elected superintendent at Stanton, Tex.

► **Ste. Genevieve, Mo. RAYMOND W. THOMAS**, new superintendent of schools, replaces **HORACE L. JACKSON**, who resigned.

► **SUPT. E. J. OSSMANN**, St. Ignace, Mich., has been reappointed to the State Curriculum Planning Committee and the Upper Peninsula Curriculum Planning Committee.

► **DR. ARTHUR DONDINEAU** has been re-elected superintendent of schools for Detroit, Mich. He had been subjected to bitter attacks by several small minority political groups whose projects he had successfully opposed.

► **Denison, Iowa. KENNETH B. COOK** of Manning has succeeded **Supt. Harold Welch**, resigned.

► **Atlantic, Iowa. ARMAND H. SCHULER**, formerly of Forest City, has become superintendent of schools.

MR. MANLEY HONORED

Joseph F. Manley, principal of the Central High School, Paterson, N. J., retired on June 21 after 47 years of service in the Paterson public schools. More than a thousand citizens, former students, schoolmen, and public officials attended a testimonial gathering in honor of Mr. Manley. The toastmaster at the dinner was the former Governor of New Jersey, **Harold Hoffman**. Superintendent of Schools, **Louis J. Schmerber**, made the principal address. The testimonial according to Mr. Schmerber, "was significant in a day and age when 'Mr. Chips' is too often accepted as a routine part of life, and left to fade without the recognition that America's greatness has been built on the rock of Public School Educational leadership, as one of its most important foundation stones."

MR. MILLER HEADS N.E.A.

J. Cloyd Miller, superintendent of schools at Deming, N. Mex., since 1939 was elected president of the National Education Association at the San Francisco convention. Mr. Miller holds advanced degrees in education from the University of New Mexico and has been a leader in professional associations in the Southwest.

NEW PUBLICATIONS for School-Business EXECUTIVES

Measurement of Low Air Speeds by Use of Titanium Chloride

Research Report No. 25, May, 1951. By Elmer G. Smith, Bob H. Reed, H. D. Hodges. Paper, 22 pp. Texas Engineering Experiment Station, College Station, Tex.

The investigation here reported has found that scale models may be used for studying the anticipated characteristics of natural ventilation in rooms and other areas. The effects of air speeds lower than 100 feet per minute may be rapidly and reasonably accurately measured with the use of titanium tetrachloride smoke produced by various simple methods. The report will be helpful for studies especially of classroom and auditorium ventilation.

Feasibility of Models for Predetermining Natural Lighting

Research Report No. 21, 1951. By E. E. Vezey, et al. Paper, 33 pp. Texas Engineering Experiment Station, College Station, Tex.

Tests of room lighting, particularly of classroom lighting, have not resulted in data usable for predetermining the quality and quantity of natural lighting. The experimental work carried on with a full-size classroom which could be turned in all directions, fitted with various types of windows, ceiling slants, high or low reflective walls and floors—all showed that the variations in sky conditions made the results lack dependable application comparisons. The same research group headed by the author of this report has now found that a ten-foot lighting hemisphere fitted with an "artificial sky" gives test results which are comparable with those of full-size rooms and buildings and allows control of lighting from the "artificial sky" which makes measurements reliable and enables the experimenter to predict lighting results under a wide variety of anticipated natural conditions, building forms, finishes, etc.

Illustrative Projections of Population in the U. S., 1950 to 1960

Compiled by Roy V. Peel. Paper, 12 pp. Bulletin P-26, No. 43, August 10, 1950. Published by the Bureau of the Census, U. S. Department of Commerce, Washington, D. C.

Three series of projections of the total population in continental United States, by age and sex, for July 1 of each year, 1950 to 1960. The projections for total population range from 157,738,000 to 165,741,000 for July, 1955, and from 161,241,000 to 179,839,000 for July, 1960.

A Competition to Select an Architect

Paper, 24 pp. Board of School Directors, Milwaukee, Wis.

A unique competition intended to develop not plans, but an estimate of the ability of the contestants to plan a successful building meeting the special educational needs of a specific city area.

Beecher Public School Survey, Beecher, Illinois

Compiled by M. R. Sumption, Urbana, Ill. Published by the Survey Committee, Beecher, Ill.

Presents the findings of a co-operative study of the school system of Community Unit 200 U, with recommendations for improvements. The recommendations cite the need for a new, modern one-story high school and gymnasium; the remodeling and repair of the present school for pupils in grades one to six; the provision of additional rooms in the high school for vocational agriculture; the provision of a cafeteria in the old school building to serve pupils who now have to go out of the building for their lunch. This report has brought immediate and most satisfactory action.

The Yearbook of School Law 1951

By Lee O. Garber. Paper, 89 pp., \$2.25. Published by the author at 3812 Walnut St., Philadelphia 4, Pa.

The second volume of the second series of Yearbooks of School Law represents an expansion of the treatment followed in the first volume. In addition to reviews of the decisions of higher courts involving questions of educational import, an appendix deals with the judicial interpretation of legislation for preventing subversive activities in the schools.

SCHOOL FINANCE AND TAXATION

AN ECONOMIC DILEMMA

Acute money headaches are plaguing 91 school districts in Allegheny County, embracing schools in the Pittsburgh, Pa., area. Financial plight of districts under his supervision is explained by Dr. A. W. Beattie, superintendent of Allegheny County Schools. Chief worry springs from action taken by the 1949 Pennsylvania Legislature. The legislators passed laws requiring salary increases for all teachers.

This, Dr. Beattie explains, leaves school boards with the "difficult and unpleasant task of raising most of the money required by the 1949 salary schedule." At the same time, he says, additional expenses that are increasing as fast as salary rates add another thorn in the boards' collective side.

The final blow, according to Dr. Beattie, is a proposed law which, if adopted, would eliminate almost a million dollars worth of revenue by exempting industrial machinery from taxation.

The salary increase schedule set up by the state law requires two more annual increases of \$200 for each of the county's 2665 teachers. Dr. Beattie said the state provides only one third of the money required. He estimated that more than 60 additional teachers will have to be hired next year if the suburban schools continue expanding at their present rate. The situation is complicated further by the capital debt of the districts.

SCHOOL FINANCE

► Burlington, Iowa. The school board has prepared a budget for 1952, calling for \$1,014,774 for the operation of the schools. Of the total, \$915,146 will be obtained by taxation, or an increase of \$165,772 over 1951. Teachers' salaries, due to added increments, will amount to \$617,516, or an increase of \$62,132.

► Tucson, Ariz. The school board has adopted a budget of \$4,810,083 for the school year 1951-52.

► Mesa, Ariz. The budget of the Mesa school district for 1951-52 amounts to \$1,299,261, which is \$231,385 over the amount for 1950-51. The larger part of the budget will be expended for instructional expenses, including teachers' salaries.

► Phoenix, Ariz. Budgets totaling \$7,495,130 have been approved for the high schools and elementary schools for the school year 1951-52. The budgets for the Phoenix College, four high schools,

and the technical school total \$4,487,570, while those for the elementary schools call for \$3,077,560.

SCHOOL BONDS VOTED

Snyder, Tex., \$650,000.

SCHOOL BONDS SOLD

Beaumont, Tex. Sold \$1,500,000 at 3.2415 per cent interest.

Benton, La. Bossier Parish sold \$400,000.

Bozeman, Mont. Sold \$390,000 at 2.4 per cent interest, with \$300 premium.

Independence, Iowa. Sold \$125,000 serial bonds, final maturity 16 years, at 2 3/4 per cent interest.

SCHOOL BUDGETS

Dubuque, Iowa. Adopted, \$1,405,287, exceeds 1950-51 by \$173,700.

Cedar Rapids, Iowa. Voted, \$3,531,065, increase of \$381,065 over 1950-51.

Louisville, Ky. County school budget, preliminary, \$5,015,680.

Levelland, Tex. Approved preliminary, \$677,830.

Butte, Mont. Preliminary adopted, \$1,343,300; increase over 1950-51 by \$148,734.

Billings, Mont. Adopted \$1,828,100, or \$150,100 increase over 1950-51.

Ogden, Utah. Adopted, \$2,804,608; increase of \$506,118 over 1950-51.

SCHOOL BOND SALES

School bond sales in the amount of \$119,847,225 are reported for the month of May, 1951. The average interest rate for large-city bonds was 2.07 per cent as of May 31. The largest sales recorded are: Washington, \$40,401,000; California, \$22,588,000; Ohio, \$10,582,500; New York, \$8,983,100; Tennessee, \$4,149,000; Virginia, \$3,500,000; Texas, \$3,286,500; and Oregon, \$3,280,000.

During the same period, sales of school funding, school tax notes, and school anticipation notes were made in the amount of \$34,545,000.

SCHOOL BUILDING CONTRACTS

In 11 states west of the Rocky Mountains contracts were let during June for three school buildings to cost \$1,023,981, and 10 buildings were reported approaching the contract stage to cost \$4,974,912.

Dodge reports that during June, 1951, contracts were let in 37 states east of the Rocky Mountains for 746 educational buildings at a cost of \$128,084,000.



Detail of front, Elementary School, Merkel, Texas. This 12-room building includes a cafeteria, an auditorium, and cost \$150,000.

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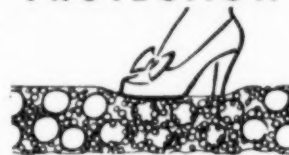
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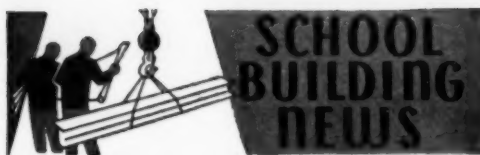
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NORTH PLATTE BUILDS SCHOOLS

The voters of North Platte, Neb., have shown their faith in education by approving two bond issues in the past three years. The first issue in April, 1948, provided \$987,000 for a junior high school, a music conservatory for the high school, an addition to the stadium, a vocational agriculture department, and an elementary addition. The second issue in March, 1951, allotted \$886,000 for new buildings and additions for the elementary grades.

The largest single project was a junior high school, completed in 1950 and providing 85,400 square feet of floor space. This building, located on a tract of 26 acres, provides a play area consisting of four practice fields for football, two baseball fields, four tennis, basketball, and volleyball courts, and a football playing field. The building has a home-economics department, an auditorium-gymnasium, a music conservatory, and a general shop and woodworking shop accommodating 24 students.

Contracts have been let for four new elementary schools and one addition.

SCHOOL BUILDING

► Claremont, N. H. A new elementary building was erected during the school year 1950-51. The building is one story in height, providing six classrooms and a general purpose room. The building was erected at a cost of \$150,000 including equipment, grading, etc. Lester Trafton, superintendent of schools, was responsible for the educational planning of the structure.

During the year the district purchased five buses and has operated a successful transportation system. A driver training course for high school students was established. About 75 students passed the state driving examination.

► A new \$471,000 classroom building at the Colorado School for the Deaf and Blind at Colorado Springs will be named the Leo R. Gottlieb hall in honor of a member of the board of trustees. Gottlieb, a Trinidad, Colo., resident, has served on the board for 20 years.

The new building, expected to be completed next June, replaces a structure destroyed by fire March 22, 1950.

► A \$980,000 school bond issue has been approved by a six to one margin by Greeley, Colo., property owners. Funds will be used to build a new elementary school, improving two others, building vocational shops at the high school, and remodeling a school building as an administrative center.

► Kansas City, Mo. The board of education has entered into a contract with Architect Joseph W. Radotinsky, a Kansas City architect, to conduct a general survey of the school plant to determine the needed school facilities. The findings will be used in formulating a long-range program of expansion for future needs.

► The school board of Union School Dist. No. 10, Derry, N. H., has completed the erection of two consolidated elementary school buildings, as well as two additions to existing structures. At present, two new buildings are in process of

construction, comprising a 14-room elementary school and a 12-room junior high school. The educational planning for all these buildings was carried out by Everton H. Parkinson, superintendent of the Derry schools.

► The cornerstone has been laid for the Winona, Minn., \$500,000 Lincoln Elementary School, writes Harvey D. Jensen, superintendent of schools. Space is provided for 12 classrooms, a library, storage room, offices, conference rooms, community use room, and gymnasium with stage. The oil heated brick building will have combination glass block and clear glass windows. Conduits will be installed to provide for future television.

Winona schools are also studying plans for an addition to the Senior high school for music rooms and a girls' physical education room, allowing more space to the area vocational school. Building projects are financed on a "pay-as-you-go" plan. The school district may levy up to 10 mills a year for school construction.

► Three classrooms will be added to elementary buildings in Hayti, Mo., according to Supt. C. M. Bell. A nine-classroom building completed last fall was financed by an \$83,000 bond issue and a four-year building tax levy of \$1.

► Superintendent of Willmar, Minn., schools, A. M. Wisness, reports that federal approval has been received for the construction of a 10-room and a 7-room elementary school, the latter building a replacement of another. The total cost for both buildings will be \$738,000.

► A \$1,500,000 senior high school has been planned by the Fergus Falls, Minn., board of education. The school, designed by Minneapolis architects Thorshov & Cerny, Inc., will be located on a 20-acre site and include gymnasium, auditorium, and shop units, announces Supt. L. E. Wermager.

► Nevada, Mo. The cornerstone of the New Benton Elementary School has been laid. The building will accommodate 350 children and is part of a \$400,000 building program begun in 1950.

► Ann Arbor, Mich. Word is received from Supt. Otto Haisley that voters have approved a \$7,075,000 building program. Under the program an elementary school has been completed, a junior high school will be completed by September, and plans are being made for additional elementary classrooms, an addition to the Slauson junior high school, and a new senior high school.

► St. Ignace, Mich. A \$200,000 building program is nearing completion. The two elementary schools and the new industrial-arts and home-economics department feature cinder block construction, bilateral lighting, and radiant heating. These single story buildings designed by Walter T. Anicka, Ann Arbor, will be ready for the fall term, announces E. J. Ossmann, superintendent of schools.

► Birmingham, Mich. Supt. Dwight B. Ireland reports a building program of \$3,100,000 for new schools.

► New Haven, Ill. Three new classrooms, two indoor toilets, and a new cafeteria have been built, reports Supt. W. G. Bayley.

► Walworth, Wis. The school board has received a report on a school building survey, conducted by A. L. Beuchner and A. R. Page of the State Department of Education. The surveyors presented recommendations for the development of the present physical plant, to make effective utilization of all existing space and to meet the housing needs of all grade levels with the funds available.

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Kettles, Coffee Urns • Storage Rooms • Drinking Water Cooling

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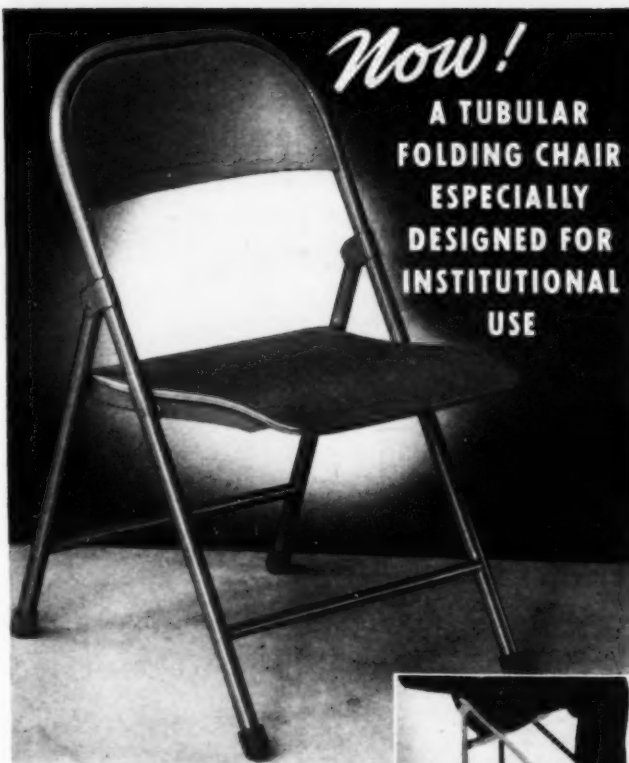
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SCHOOL BOARD JOURNAL for AUGUST, 1951



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The **NORCOR** 302

Here it is! America's Strongest, Safest, Most Comfortable Institutional Folding Chair!

Built with a big, oversize, form-fitting seat that provides maximum comfort for the 250 pounder as well as a slim school girl.

With its seam-welded tubular steel construction, and its tubular steel stretchers, radially welded to the legs, the Norcor 302 is constructed to take the hardest kind of service without failure.

And it's handsome, too, with clean cut functional design that eliminates the usual links and extra joints found on the conventional folding chair!

The Norcor 302 will cut your temporary seating costs!

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TODAY!**



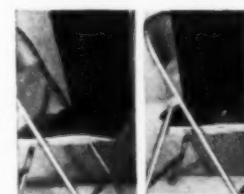
STRONGER

Built of sturdy, Tubular Steel with Tubular Steel Stretchers.



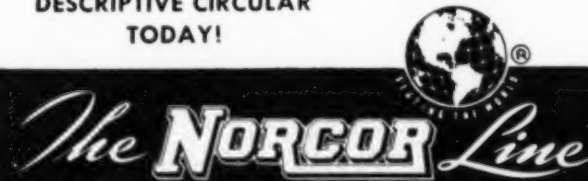
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All four feet rest solidly on floor with as much as 1/4" difference in floor level.



WILL NOT COLLAPSE

Will not tip or collapse with pressure at front or back of seat.



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Illustrated is just one of the many installations of Berlin Chapman ALLSTEEL Frame Bleachers, whose exclusive design and our production facilities make them the least expensive permanent bleachers on the market. While absolute safety is the first factor in the manufacture of the ALLSTEEL Bleachers economy is effected by mass production techniques developed in one of the largest fabrication plants in Wisconsin.

Complete flexibility for indoor and outdoor application and their ease of assembly and disassembly for changing seating requirements is an inexpensive solution to your seating problems. Design approved by Wisconsin State Industrial Commission. Send us an outline of your requirements.

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PORTABLE
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Safety
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Flexibility

SCHOOL ADMINISTRATION NEWS

CLEVELAND TELEVISES SCHOOLS

A resolution to permit broadcasting and televising of activities of the Cleveland public schools has been introduced to the board of education. Under the proposal, a special committee would be appointed by Supt. Mark C. Schinnerer to control the operation.

The resolution, introduced by Charles A. Mooney, board president, would, if passed, rescind legislation of 1948, prohibiting commercial broadcasts. The resolution would also require the committee's written approval for airing of every event. Permission would be refused if any inconvenience would be caused schools concerned or if the use of radio or TV would curtail attendance.

The resolution added: "Further, the committee shall refuse permission when the nature of the commercial sponsorship of such a broadcast or telecast would not, in its judgment, receive general public approval."

The board has its own short-wave radio station, WBOE, which broadcasts certain school activities.

TACOMA IMPROVES ITS LUNCHROOM MANAGEMENT

Secretary Carl G. Caddey, of the Tacoma, Wash., schools, in a recent report to the board, calls attention to a commendable improvement in

the operation of the lunchrooms, which has brought the operations from a loss or cost to the district of \$43,412.88 in 1948-49 to a net gain of \$1,193.38 in 1949-50.

It appears that many factors have contributed to the improvement—the adjustment of the price of lunches in the elementary schools to 20 cents to come more nearly in line with other districts; the serving of plate lunches in the junior high schools with resulting federal subsidies; price concessions obtained on basic products; planned buying on a quality basis; allocation of labor in proportion to numbers served and kitchen facilities; greater utilization of government surplus commodities; and improved record keeping for federal subsidies.

The sum of \$3,594.83 has been expended for long-needed repair and overhaul of dishwashing machines, ranges, and refrigerators, and for complete replacement of china in five schools. Additional replacements of heavy equipment have been made by the district.

Expenditures chargeable to lunchrooms amounted to \$256,399.28, which subtracted from receipts of \$264,412.39, resulted in a gain of \$8,013.11. This is explained by the fact that the detailed statement takes into consideration a reduction in the year-end inventories as a cost not reflected in the year's expenditures.

CHATTANOOGA CITIZENS COMMITTEE ACTS

The Citizens Public School Committee of Chattanooga, Tenn., has voted to support a four-year school improvement program proposed by the board of education. The program will require after four years an increase of \$1,800,000 annually for current school expenses and is in-

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EQUIPMENT
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Manufacturers of School,
Church and Theatre Seating
BELTON, TEXAS

There is a Dealer near you. Write us requesting his name.

Schools everywhere
are buying the popular
Skyliner seating—
finest in school
furniture.

tended to bring the schools up to national averages of service in every department.

The four-year program for school improvement includes the following steps:

1. Increase of teacher pay to present national average.
2. Employ new well-qualified teachers to make possible: (a) full care of increased enrollments; (b) assure not more than 30 pupils in any classroom; (c) vocational teachers to carry training load; (d) enough additional high school teachers to make possible a daily conference period for each teacher to counsel high school students; (e) vocational and other guidance personnel; (f) physical education teachers; (g) additional music supervisors; (h) special teachers for sight-saving, speech, hearing, and ungraded rooms; (i) visiting teachers; (j) supervisors of art.
3. Public kindergartens in every school with adequate staff.
4. Library in every school adequately staffed.
5. Adequate textbooks and instructional supplies.
6. Sufficient number of qualified janitors to clean and heat schools 12 months a year.
7. Supervisor of school plant operations.
8. Adequate operating supplies.
9. Adequate personnel to maintain buildings.
10. National average expenditure for general administration.
11. Additional cafeteria services.
12. Secretary in every school over 400.

► JACK S. CHAMNEY has been appointed to succeed Dr. Lloyd Shaw, nationally famous educator, as superintendent of Cheyenne Mountain School at Colorado Springs, Colo. Chamney, who has been assistant superintendent during the last year of the five he has been at the school, will assume his duties at the beginning of the fall term.



OHIO TEACHERS' PENSIONS

Greater Cleveland boards of education will have to increase their payments to employee pension systems by about \$1,100,000 as a result of a new Ohio law, financial authorities have figured.

The Cleveland school board will have to find \$615,000 more in funds—and they will have to come from operating moneys—to contribute in 1952 to the retirement programs of its employees, including teachers.

Boards, while agreeing the advancement in employee retirement plans was a good thing, are concerned because the additional money must come from budgets already strained by rising costs and the salary needs of many workers.

Here is how the new law, recently signed by Ohio Gov. Frank J. Lausche, will increase the Cleveland school system's payments:

Formerly, an employee contributed 5 per cent of his salary to the pension program up to a maximum of \$3,000. The board's contribution was 7 1/4 per cent to the teachers pension program and 7 per cent to the program of the other employees.

In 1951 the board will pay out of its funds a total of \$1,131,060—\$817,496 to the teachers program and \$313,564 to the others. These estimates were prepared by Michael L. Wach, clerk-treasurer of the board.

Another regulation from the State House in Columbus will provide an additional \$180 a year to teachers who retired prior to June, 1947. Mr. Wach estimated this would cost the board an additional \$100,000, bringing the board's total additional contribution to \$615,000.

TEACHERS AND ADMINISTRATION

► The local retirement system for teachers and other school employees at St. Joseph, Mo., has been discontinued after many years of operation. Financial adjustments have been made to enable noncertificated personnel to recover some of their contributions and to be admitted to federal social security. Teachers will participate in the state teachers' pension plan.

► New Orleans, La. The board of education, whose work has been troubled in recent years by politics, has issued a memorandum to the teaching staff indicating that (1) political pressures should have no place in the schools; (2) the intercession of any politician in behalf of any employee will have no influence on board decisions; (3) the professional and personal qualifications of applicants will be the only basis for promotions and appointments; (4) any employee will be free following established procedures to appeal any decision of the board.

► The school board of Levelland, Tex., has given increases of \$180 per year to 128 teachers and other full-time employees. The entire \$180 will be prorated over the remainder of the school year.

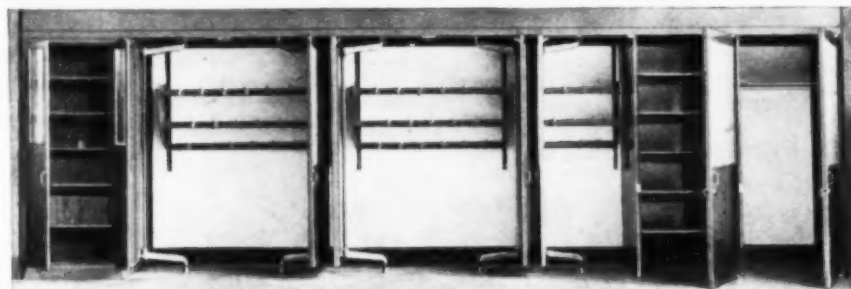
The board has decided to begin a study to determine an equitable plan through which the Texas State Salary Schedule may be supplemented to offset the high cost of living for younger teachers, without penalizing those holding a master's degree and enjoying long terms of prior service.

R-W Classroom Wardrobes

IN 13 MORE SCHOOLS



Public School 195, one of 13 new Brooklyn schools recently designed and built by the New York Board of Education, all equipped with R-W No. 780 Wardrobes. Caristo Construction Corp., general contractor.



R-W No. 780 School Wardrobe with fully receding pupils' doors, individually operated. 5-Door pupils' section, equipped with hat and coat racks, accommodates 40 pupils.

From Brooklyn to Santa Barbara, from Bemidji to Baton Rouge, more and more schools every year are equipped with R-W classroom wardrobes because they provide so many extras:

- Simplicity of Design
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wardrobes are manufactured in three standard principles of operation:

No. 883 Multiple Operation • No. 781 Pair Operation
No. 780 Individual Door Operation

Each type has its special features and adaptations to conditions established by the architect. Can be furnished complete (with flush doors, coat racks, chalk boards, cork boards and other accessories) in standard finishes. For further information about school wardrobes by Richards-Wilcox please get in touch with our nearest office.

Richards-Wilcox Mfg. Co.

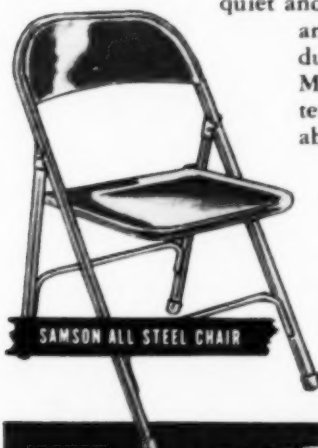
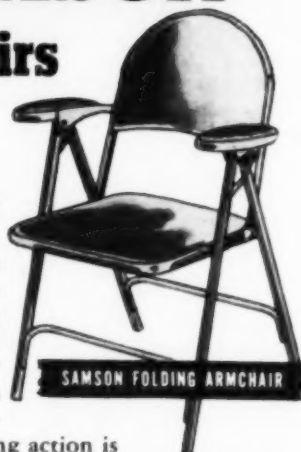
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bles. Folding action is quiet and easy. Storage is compact and neat. Finished in brown durable chip-proof enamel. Make PIX your headquarters for dependable comfortable portable seating.

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DRATEX Shade Cloth is best by years of test. It contains no filling agents such as paints or oils — absolutely prevents any pin-holes, cracks, checks or curling. Pliable DRATEX is the result of 50 years' experience.

- No glitter or glare, only soft transfused light.
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Write today for samples of tan or black DRATEX.

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PERSONAL NEWS OF SCHOOL OFFICIALS

► **VERNON M. BRYDOLF** has been elected president of the Pasadena, Calif., board of education for the fifth time. Mr. Brydolf headed the board's activities in the dismissal of Supt. Willard E. Goslin.

► **CISCO, TEX.** **DR. E. E. ADDY, JR.**, has succeeded as a member of the school board **G. R. Nance**, veteran and former president.

► **DONALD HARRINGTON**, Plainview, and **MRS. OSCAR HEDIN**, Willmar, have been appointed by Governor Youngdahl to the Minnesota State Board of Education. The board membership has been increased by a new law from five to seven members.

► The board of education of reorganized School District No. 1 of Moniteau County, Mo., with headquarters at California, Mo., has elected a new board of education including three old members, **W. H. DICKSON**, **W. S. LEMON**, and **RICHARD W. HECK**. The three new members are **CLARENCE SAPPINGTON**, **THEODORE BUEKER**, and **E. H. ROHRBACH**.

► **HAROLD BUTLER** has been elected president of the Ellenville, N. Y., board of education to succeed **Willard H. Peet**. **BEN MILLER** has been re-elected vice-president.

► The school board of Tarentum, Pa., has re-organized with **W. E. WHITLINGER** as president, and **J. F. BASH** as vice-president.

► **E. A. CHRISTY**, architect for the New Orleans, La., school board for 28 years, retired on July 1. Educated in New Orleans, Mr. Christy became chief of the building division at City Hall in 1911, and was previously employed by the city in connection with the design of schools and public buildings. Some of the schools he designed are the Lafayette School, the Henry W. Allen School, the McMain High School for Girls, and the Nicholls Fieldhouse.

► **WARREN HUFF** has been appointed supervisor of maintenance for the board of education of Omaha, Neb. In addition to maintenance work, Mr. Huff will do engineering, specification work, and blueprint writing for the schools.

► The board of education at Ionia, Mich., has employed **CLIFFORD HASLICK** in the Ionia High School as assistant superintendent of schools.

► **WILLIAM S. HAMILTON**, former superintendent of Morgantown, N. C., schools, has been appointed superintendent of Hickory, N. C. Successor to Mr. Hamilton as Morgantown superintendent of schools is **M. S. PARHAM**.

► **R. E. GEREN**, of Oklahoma City, Okla., has been appointed business manager for the board of education at Ponca City. He succeeds **Mrs. Jessie B. Washam**, who resigned after 27 years' service.

► **W. T. BECKERS** has been elected business manager of the board of education at Orange, Tex. He succeeds **A. W. Eckert**, who has taken a similar position at Lubbock.

► **HARRALD N. MANN** has been re-elected secretary of the Des Moines, Iowa, board of education for his fourth term. An increase of \$1,000 per year to a total of \$8,000 has been voted by the board.

► **E. M. TROUT** has been re-elected president of the Ponca City, Okla., board of education.

► **RICHARD B. McDERMOTT** has succeeded **Cleo Ingle** as president of the school board, Tulsa, Okla.

W. L. Piper Honored

A quiet, kindly man who has served on the school board for 36 years in a Pennsylvania coal town was honored by his fellow citizens in a unique testimonial.

W. L. PIPER of Lilly has announced his intention to



W. L. Piper

retire in December, 1951, from his duties as president of both Lilly Borough and Lilly-Washington Township Joint Board.

A man who received his education in the Lilly schools while Mr. Piper headed the system and is now priest-

Something NEW has been added



Floor-San

cleans

with

less labor

than ever

Floor-San® avoids soap scum

FLOOR-SAN has been improved so that no matter how hard the water you use may be, there is no soap scum or hard water curd formed. That means the "ring around the bath tub" and the film that dulls your floor or walls is banished. Floor-San now contains complete water hardness controls. There is no undesirable reaction with hard water. None of the cleaning power of Floor-San is lost. It's safe on any surface that will stand water . . . and it's a safe bet that Floor-San will save many cleaning dollars. Try it.

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NAME

ADDRESS

CITY

STATE



president of a college paid glowing tribute to the veteran school board member.

"Here is a man who has placed the progress of education ahead of all other enterprises," declared Very Rev. **Adrian J. Veigle, TOR, Ph.D.**, president of St. Francis College in Loretto, Pa. Father Adrian called Mr. Piper the town of Lilly's greatest humanitarian.

CONTROVERSIAL ISSUES

(Concluded from page 39)

kinds of controversies. The teacher, with approval of principal and or superintendent of schools, should feel free to invite representatives of various viewpoints to discuss issues with classes in order to inform students on all aspects of controversial questions.

4. The board of education shall provide a hearing in accordance with American principles of justice, whenever, in the judgment of the board, materials of instruction or the work of an individual teacher are seriously attacked

by individuals or organized groups in such manner as to interfere with the normal administration of this policy.

E. Selection of Materials

1. At the direction of the superintendent of schools the Division of Instruction shall establish and maintain proper procedures for review and approval of educational materials, including textbooks, visual aids, library books, and other supplementary aids to teaching.

2. Whenever publications or materials which are suspected of not clearly, fully, and truly presenting the truth are received by teachers, administrators, principals, or librarians, such materials shall be submitted to the Curriculum Advisory Council for review and consideration. The Council will make recommendations to the superintendent of schools concerning what shall be done with these materials. In serious cases of this nature, the superintendent of schools shall present the materials in question and the recommendations of the Council to the Committee on Educational Management of the board of education for decision.

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MORE strength and rigidity
MORE for your money

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MUNCIE'S CONTINUING SCHOOL PLANT PROGRAM

(Concluded from page 17)

buildings in neighboring cities, conferred with school administrators of recently constructed schools, and discussed, evaluated, and organized their information. The chairmen of the committees presented written reports with oral interpretations to the school board and the architect. Commented the superintendent: "A fine co-operative working relationship has existed between the architect and the committee chairmen with a resulting valuable exchange of ideas and information."

Added Mr. Shaffer, "The board of school trustees and I are grateful for such constructive work. Ideas and suggestions gained from study, from visitations, and from group conferences have been carefully weighed and evaluated. Conclusions and recommendations of the committees will be reflected favorably in the quality of the new building and its adaptability to a modern elementary school program." The board plans to use these committees with some rotation of personnel, in preparing and planning specifications for future buildings and additions.

The building program, as outlined in the survey conducted by Dr. Holy and his associates, of Ohio State University, includes in addition to the above mentioned schools completed or under way, three elementary build-

ings, seven additions to existing buildings and, as enrollment increases reach upper grades, further additions and new construction of junior and senior high schools.

SECRETARY REPORTS DEVELOPMENTS

(Concluded from page 22)

schools. Hearsay, unsubstantiated opinion, emotional bias, and personal interest should be ruled out in favor of actual and complete factual information as a basis for discussion and recommendation.

3. Wherever possible, and to the fullest possible extent, lay groups should operate with and through the duly constituted school authorities. Otherwise the community is likely to be torn asunder by conflict.

The NSBA Starts a New Year

On July 1, 1951, the National School Boards Association began its second full year of operation under the plan of membership and support adopted at the Annual Convention in February, 1950. During the fiscal year 1950-51, thirty-two state associations affiliated with the NSBA and contributed to the national office support. Eleven states paid the full amount of their pro rata goal, while eight others paid more than the basic \$100 fee but less than their full goal. Many states are rapidly build-

ing their state association into stronger positions of finance and service, and it is obvious that the association movement, state and national, is growing as a whole. The national headquarters are at 450 East Ohio Street, Chicago 11, Ill.

INTERNSHIP FOR SCHOOL ADMINISTRATION

(Concluded from page 38)

A constant evaluation must be made of the internship program itself. It is possible to set up only a tentative outline of an internship plan. Future modification must come as the result of a regular appraisal of successes and failures. Such an evaluation should come from interns, supervisors, administrators, and professors of school administration. In order to make certain that this is done systematically, an evaluation conference should be held at the end of every year.

The internship can become a valuable addition to the training of school administrators if carefully organized and energetically operated.

DR. THOMAS C. HOLY TO RETIRE

Professor Thomas C. Holy, 63, nationally known authority on school finance, school buildings, and school surveys, will retire September 30 as director of Ohio State University's Bureau of Educational Research. Prof. Holy has been a member of the Bureau for 24 years and its director during the past nine years. He previously served as director of housing and equipment for the St. Louis public schools. Professor Holy is a member of the N.E.A., the A.A.S.A., the Ohio Education Association, the Ohio Association of School Administrators, and is a past president of both the American Educational Research Association and the National Council on Schoolhouse Construction.

Good School Board Members
must know . . .

HOW TO READ STATISTICS

By R. L. C. Butsch, Ph.D.

An ideal handbook designed specifically to help the typical layman on the school board interpret educational findings and studies based on statistics. It explains in easily understood, nontechnical language all the concepts and applications necessary for reading, interpreting, and evaluating educational reports and materials involving statistical terminology and procedures. \$2.50

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SCHOOL BOARD JOURNAL for AUGUST, 1951

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Natural Varnish or
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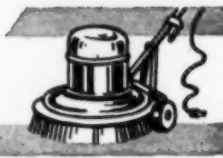
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NEW SUPPLIES AND EQUIPMENT



How to Predict Room Daylighting Levels Before Construction

A Daylighting Nomograph which makes possible the prediction of daylighting levels in a room before the building is constructed is now available. The careful study of functional glass block and window performance in existing buildings and in the laboratory under a wide variety of conditions, served as a basis for the Daylighting Nomograph. The use of the Daylighting Nomograph will be particularly valuable in designing schools, offices, factories, and other buildings where the occupants will be performing tasks which require a comfortable environment for efficient critical seeing.

Copies of the Daylighting Nomograph and more details are available from *Pittsburgh Corning Corporation, Section S.B.J., Public Relations Department, 307 Fourth Avenue, Pittsburgh 22, Pa.*

New Bulb Disperses Odors With Triple Output of Ozone

A tiny lamp that dissipates odors through a triple output of ozone-inducing radiations has been recently developed. The ozone replaces unpleasant smells with clean, mountaintop air. Three times as powerful as the ozone lamp introduced in 1945, the 3½-watt, walnut-sized lamp, when burned in a special wall fixture, destroys cooking, smoking, dampness, mildew and perspiration odors. The bulb lasts six months when operated 24 hours a day. It must be burned in a special fixture with a current-controlling device such as a transformer.

Developed by *Lamp Division, Westinghouse Electric Corporation, Section S.B.J., Bloomfield, N. J.*

Special Bus to Transport Handicapped Children

Sunrise school, Hayward, Calif., children are riding back and forth in a specially designed bus, built to provide utmost protection — not only in the event of an accident, but also under normal driving and road conditions which might otherwise prove hazardous. The Sunrise school is for boys and girls physically handicapped with cerebral palsy.

Extra stanchions and grab rails have been placed at every critical point where the children might need assistance in getting in and out of the bus. Special hold-down fasteners have been devised to keep wheel chairs safely in place during the trip. Permanent body straps are

affixed to each seat. A special loading rack which may be quickly installed and removed has been built to help children in wheel chairs through the emergency rear exit.

The bus was purchased from *Superior Coach Corporation, Section S.B.J., Lima, Ohio.*

Three Dimensional Screen

A new Da-Lite Stereo Screen for three dimensional pictures is now available. The new screen, measuring 40 by 40 in. is mounted on heavy display board. It has a silver coated projection surface and a black border. The back is made rigid for wall or table use with stiffeners and a dual easel.

Complete information and prices may be obtained by writing to the *Da-Lite Screen Co., Inc., Section S.B.J., 2711 North Pulaski Road, Chicago 39, Ill.*



Simplified Accounting Machine

A new, low-priced, all-purpose Sundstrand accounting machine for simplified handling of bookkeeping procedures, has been announced by the Underwood Corporation. This new Model E machine has two crossfooters for accounting application flexibility, a ten-keyed keyboard, interchangeable control plates, and a front feed carriage with writing line and entries visible at all times.

Complete information and prices are available by writing to the *Underwood Corporation, Section S.B.J., One Park Avenue, New York 16, N. Y.*

Noninflammable Stripper

A noninflammable seal and varnish stripper has been announced by Multi-Clean Products, Inc., manufacturers of floor machines and floor finishes. The new stripper removes all types of spar varnish and regular varnishes, seals, enamels, and paints thoroughly and safely. It works

equally well on wood, concrete, or terrazzo floors, leaves no waxy residues, and eliminates the necessity of further washing of the floor before refinishing.

Complete information and prices are available by writing to *Multi-Clean Products, Inc., Section S.B.J., St. Paul 1, Minn.*

Triple Duty Germicidal Cleaner

A revolutionary idea in the field of industrial chemistry has resulted in the development of a liquid germicidal cleaner that not only thoroughly cleanses but also deodorizes and disinfects at the same time. The new product, Korex Germicidal Cleaner, reportedly eliminates the need for several separate products and thereby effects greater economies. As a cleaner, Korex is a unique compound combining soap, synthetic detergent, a germicide, a "wetting agent" and penetrant with water softeners and emulsifiers. Korex is highly concentrated, and diluted up to 40 and 1 with water before using. It is said to be safe on any surface unharmed by water. Tests by an independent research organization indicate that the germicide incorporated in Korex will not irritate human skin.

Detailed information and a sample of Korex may be obtained by writing *Huntington Laboratories, Inc., Section S.B.J., Huntington, Ind.*

Descriptive Materials

► "Supplementary Lighting for the Co-ordinated Classroom" is an illustrated brochure which translates the findings of Dr. Darell B. Harmon into lighting equipment which meets the standards of the Harmon "co-ordinated" classroom. The booklet is based on research that has demonstrated that vision is the dominant function in our actions and relations with the world in which we live. Its principal thesis is that light is the dominant energy in our surroundings, and since there can be no vision without light, the control of light is one of the principal functions for those who plan classrooms in which children spend so much time.

The booklet is available from the *F. W. Wakefield Brass Company, Section S.B.J., Vermilion, Ohio.*

► A new handbook entitled "How Safe Are Your Drawings?" indicates the multiple dangers to drawings under defense or war conditions. The booklet shows the kind of fire-resistant protection drawings must have.

The new handbook SC 688 is available from *Remington Rand, Inc., Section S.B.J., 315 Fourth Avenue, New York 10, N. Y.*

► A new brochure on "Sound Conditioning for Schools and Colleges" is now available. The booklet covers not only the general subject of noise control in schools, but also the particular sound problems of specific areas such as corridors, auditorium, cafeteria, music rooms, typewriting rooms, classrooms, library, gymnasium, and administrative offices.

Copies of this book may be obtained by writing to *The Celotex Corporation, Section S.B.J., 120 La Salle Street, Chicago 3, Ill.*

► Concrete evidence of the success of film strips in the modern educational program is the basis of the new Visual Review, "Primary Reading

Gets New Stimulus With Filmstrips," by Glenn McCracken, principal of Arthur McGill and Highland Elementary Schools, New Castle, Pa. The tests were based on the Laidlaw Basic Reading Filmstrip Series.

Visual Review No. 51—1 is available from Society For Visual Education, Inc., Section S.B.J., 1345 West Diversey Parkway, Chicago 14, Ill.

► A new scientific communications tool for management is presented in a new booklet introducing the use of the Vericolor Television System into business and education operations. The booklet is entitled "New Color Television."

For information write to Remington Rand, Inc., Section S.B.J., 315 Fourth Ave., New York 10, N. Y.

► A new, illustrated circular, describing the Butler steel buildings, planned especially for school use has just been issued.

Complete details are available from the Butler Manufacturing Company, Section S.B.J., Kansas City, and its branch offices in Birmingham, Ala., Minneapolis, and Richmond, Calif.

► The Library Bureau of Remington Rand, Inc., has announced a practical book on book mending for librarians.

The manual, LB, 223-E, can be obtained by writing to the Library Bureau, Remington Rand, Inc., Section S.B.J., 315 Fourth Avenue, New York 10, N. Y.

► Weber Costello Company has just issued its MG-15 Catalog of Maps and Globes.

A catalog may be obtained upon request from Weber Costello Company, Section S.B.J., Chicago Heights, Ill.

► "Planned Maintenance for Tar and Gravel Roofs" is the title of a newly issued booklet.

Complete information can be obtained by writing to Tremco Manufacturing Co., Section S.B.J., 8701 Kinsman Road, Cleveland, Ohio.

► Kaylo calcium silicate products and their uses are described in a 24-page booklet, "The Story of Kaylo."

A copy of the booklet is available by writing to Kaylo Division, Owens-Illinois Glass Co., Section S.B.J., Toledo 1, Ohio.

► High lights in the development and expansion of the Electronic Age are presented in an illustrated recently published booklet entitled "Electrons at Work — The Story of RCA Victor."

The booklet is available to educational institutions on request addressed to Educational Services Division, Section S.B.J., RCA Victor, Camden, N. J.

News About Manufacturers

► ALBERT J. NESBITT, president of the Philadelphia firm of John J. Nesbitt, Inc., manufacturers of heating and ventilating units, has been elected to the Board of Trustees of Pennsylvania State College.

► Over 700 employees and guests of the Ludman Corporation, manufacturers of Auto-Lok Aluminum Awning Windows and Windo-Tite Glass Louvered windows and doors, marked the 15th anniversary of the firm's existence, May 25.

► The 1951 Merit Award, highest honor of the American Society of Industrial Engineers, has been granted to Superior Coach Corporation, Lima, Ohio, for leadership in research, engineering, design and manufacture of school coaches, according to a recent announcement from Robert L. Crinnian, national president of the Society. This is the first time the Award has been presented in the school bus industry.

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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THE AMERICAN SCHOOL BOARD JOURNAL

1951

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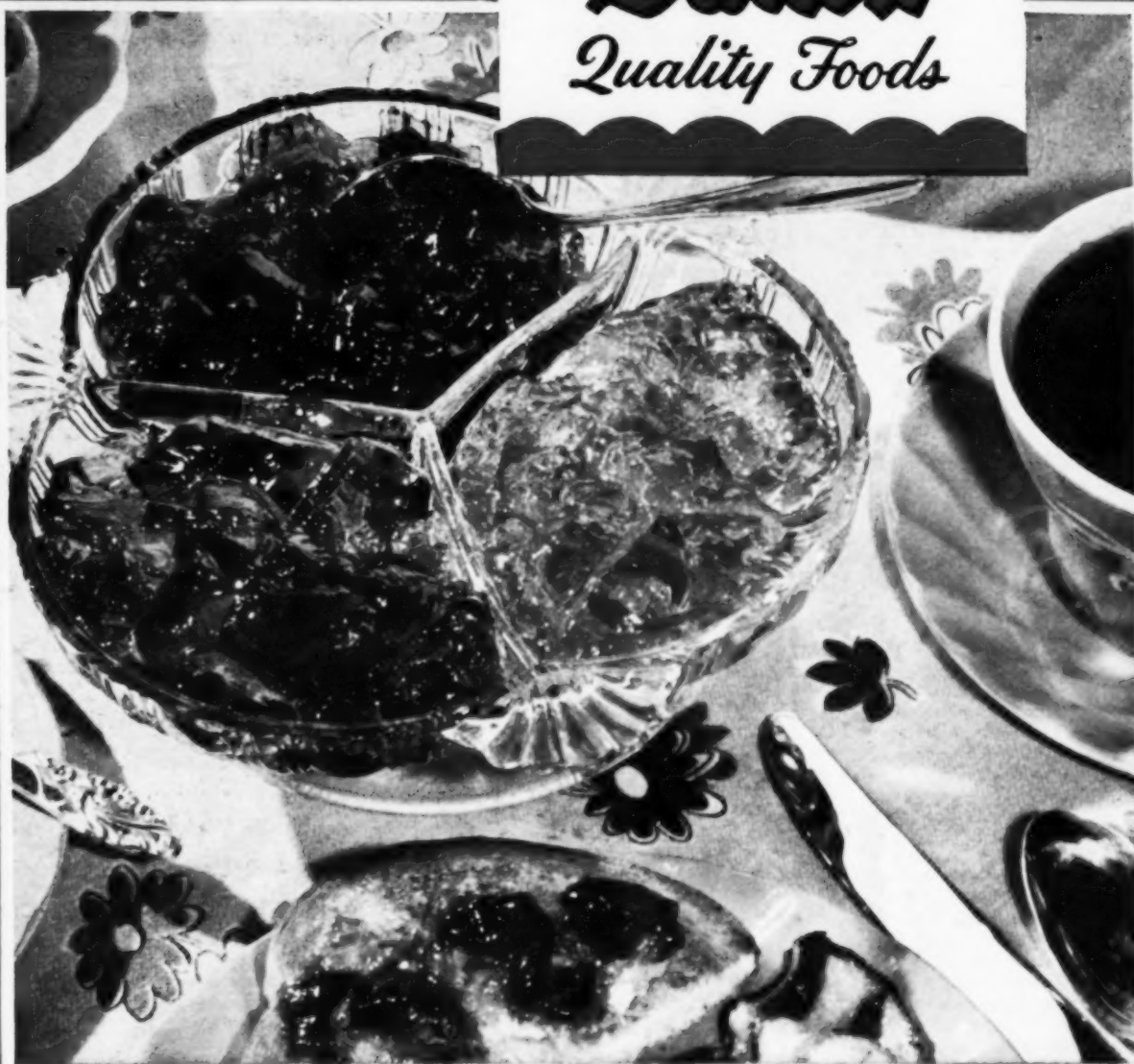
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Sexton

Quality Foods



Controlled quality

It's amazing, what can happen to an ordinary slice of bread . . . or a plain roll! With a touch of Sexton Damson plum preserves . . . or peach preserves . . . or currant jelly . . . every bite becomes an ambrosial delight. In every Sexton preserve, jelly, jam or marmalade, every step is guarded to assure the finest for your table. After soaking up the sun until they are ripe, the choicest berries and fruits are blended with crystal cane sugar in our Sunshine Kitchens . . . slowly and in small batches to retain their full and exquisite flavor and color.

JOHN SEXTON & CO., CHICAGO, 1951



**Will your new school
make students *faster readers*?**

Of course, no school building can increase a child's basic reading aptitude.

But, through improved physical surroundings, you *can* increase students' alertness, initiative and interest—can literally help them become *faster* readers. And that's important, because, as every educator knows, faster readers are *better* readers.

Experience indicates, for example, that most children show decided improvement in all subjects when they're moved from stuffy, overheated surroundings to classrooms in which level temperatures, adequate fresh air and proper humidity are provided.

Knowing this, more and more school officials are insisting on modern Honeywell automatic controls for their new

schools. Honeywell equipment has been *proved* more accurate, more dependable. Honeywell controls are simpler, too—consistently cost less to maintain. And Honeywell serves you with the largest, most widespread staff of control experts in the industry.

You owe it to your students *and* your budget to get all the facts and figures about Honeywell controls for *your* new school. It's easy to do. Simply call your local Honeywell office. Or write Honeywell, Dept. AJ-8-61, Minneapolis 8, Minnesota. Why not do it *today*!

MINNEAPOLIS
Honeywell

First in Controls

Answers the "WALL-OF-ICE" Problem NESBITT Syncretizer with WIND·O·LINE



Close-up view shows wall-hung enclosure of WIND·O·LINE radiation. It has intake openings at bottom and discharge louvers of attractive design.

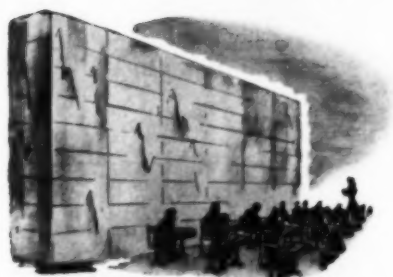


Copper tube, aluminum fins. WIND·O·LINE may be used at either or both ends of the Syncretizer.

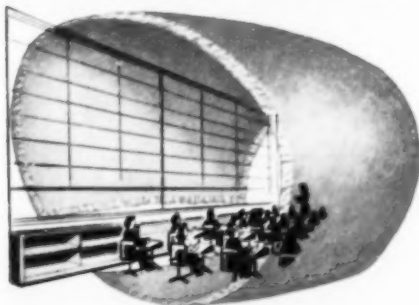
Copper supply tube feeds WIND·O·LINE radiation at extreme end. For application with steam or forced hot water systems.

Enclosure front sections fasten to wall panels supporting the radiation. Wall-hung enclosures and storage units are finished to match Syncretizer.

Combinations of standard lengths produce extent of WIND·O·LINE desired (within 6" increments). A round-cornered metal endpiece finishes WIND·O·LINE enclosure.



"Wall-of-ice" classrooms are protected by the Nesbitt Syncretizer with WIND·O·LINE.



ONLY NESBITT GIVES YOU THIS THERMAL BLANKET

The modern trend toward large classrooms and increased window areas imposes a greater demand upon the heating and ventilating unit to protect room occupants from the exposed wall-of-ice in extremely cold weather while maintaining proper thermal balance throughout the room.

Nesbitt WIND·O·LINE radiation integrated with the Syncretizer provides the extra thermal blanket where it is needed. It is controlled in cycle with the Syncretizer to give heat whenever heat is called for.

WIND·O·LINE is designed for two methods of integration: 1) wall-hung in its own casing; and 2) recessed in the units of The Nesbitt Package.

Wall-hung WIND·O·LINE is used with the free-standing Syncretizer. It is installed just below the windows to extend the full length of the sill.

As a component of The Nesbitt Package, WIND·O·LINE radiation is concealed in a channel at the rear of the storage cabinets which are provided with air-intake openings at the toe-space and attractive grilled outlets at the back of the display board. For further information request Publication 264.

The Nesbitt Syncretizer

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA.
SOLD ALSO BY AMERICAN BLOWER CORPORATION